

Break

Retour à Plowden

Lifting my eyes for a moment from the gloomy contemplation of the English educational scene to see what is happening in France, I'm struck both by the optimism and a certain sense of déjà vu.

The French education minister, M. Alain Savary, and the teachers' unions seem to be living in the kind of atmosphere which surrounded the publication of the Plowden report back in 1967. And indeed they seem to be resurrecting Plowden phrases and methods.

A scheme for educational priority areas has just been launched. And the other day, M. Savary was saying in Eric Midwinter-like tones, "You cannot cut a child's life in two - as you do when you keep home and school separate."

But while such simple words might be thought to have the cliché-like ring of sociological and psychological truth, in France they fly in the face of a stormy history, where traditionally parents have been seen as teachers are separate. Their fears are that if teachers are to become the well-defined territory of a curriculum programme, they might find themselves in the moral domain which parents have seen as exclusively theirs ever since French schooling became secular. And French teachers have been no keener than English ones to have parental interference in the curriculum.

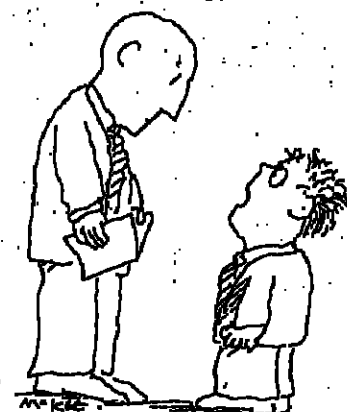
It will be interesting to see how the teachers' and parents' organizations respond, especially now that M. Savary has followed up his thoughts with a letter to regional officials saying that they must facilitate parent-teacher meetings in which everything should be open for discussion, even including the curriculum.

The initial reaction of the biggest parents' association and the union chiefly concerned (the primary and lower secondary school teachers) was in characteristically corporatist terms. Teachers do not pass judgment on the way parents bring up their children, they said in a joint statement. So parents should not meddle in professional matters.

But M. Savary may well have judged the public mood better. A recent survey showed that last year over 80 per cent of parents had met their child's teacher. But the vast majority of them would have wished to know more about the educational aims of the programmes their children "suffer". *Bonne chance*, as they say.

As PER programme

As unemployment roars past the three million barrier, a good few thousand teachers now face the fortnightly ordeal of signing on. But can the Government's professional and executive register (PER) - the top people's employment service - offer any more hope than the classified columns of *The TES*?



"British leyland could end, political parties splitting, bombs even and you ask why I haven't my homework."

Once a week everyone on PER receives a free newspaper, *Executive Post*, full of worthy advice about interview expenses and redundancy payments, application writing and career development. But its main purpose is to list any vacancies they have received. Buried among pleas for accountants in Nantwich and life assurance salesmen in Birmingham, the tiny Section B offers about a dozen motley jobs in "personnel, training and education".

The October 2 issue, for example, advertises for English language teachers in Saudi Arabia; a teacher administrator, qualified in maths or science, to work in a Northampton grammar; and two jobs for Scale one teachers at Crestwood School, Kingswinford, Dudley. The catch is that one is a science post, the other engineering drawing.

As an authority, Dudley is rather pleased with PER as a way of filling unfilled vacancies - of the mid-year maths and science variety. Since they were first offered a free advertisement as a come-on about a year ago, they have used PER for four or five such teaching jobs. But their appeal is not to any teachers on the dole, but rather to graduate scientists and technologists who might be willing to consider a new career in the schools.

Changing schools - TES competition

There are plenty of myths and beliefs about what happens to children when they change school, whether they are moving on to junior or middle or secondary schools, or simply moving home. But how do children themselves feel about it?

The *TES* offers prizes for the best accounts of what it was like to change school, from anyone aged between seven and 16 who changed at the beginning of this term, for any reason.

We want to know what was alarming and what was exciting, what took children by surprise, and what pleased or discouraged them. Any aspect of school life might feature: lessons and teachers, of course, but also things like playtimes or buildings or buses.

There will be two first prizes of £25 and five runner-up prizes of £10 in each of two age-groups, 7 to 11 and 12 to 16. In addition, the two

first prizewinners will win £100 for their school funds.

Entries from pairs or small groups are fine, but prizes must be shared. Drawings are welcome, and will be paid for if printed (remember, we cannot print in colour). Written entries should not be longer than 1,000 words (they can, of course, be shorter).

All entries should be legibly written or typed on one side of the paper, and should carry the name(s), age(s), school and home address of the competitor(s). The competition will be judged by the Editor, and his decision will be final. Entries will not be returned, no correspondence will be entered into, and copyright on all entries will be retained by the *TES*.

The closing date is December 18, 1981. Entries should be sent to "Changing Schools" competition, *Times Educational Supplement*, PO Box 7, 200 Gray's Inn Road, London WC1X 9EZ.

The quality of such applicants has been surprisingly high. The only real hope for unemployed teachers comes from the Manpower Services Commission special programmes, for which they only become eligible once they have been jobless for six months if they are under 25, or a year if older. There are familiar schemes such as the Youth Opportunities Programme which need experienced adults - such as teachers - to run them. Here the choice offered by PER is slightly greater, though at salaries that make ordinary teachers look grossly overpaid.

Recent vacancies include a Welsh teacher to produce teaching materials for Cymru schools; a biology teacher to set up a zoological education centre in Winchester; adult literacy tutors for Newcastle; and someone to develop computer aids for teaching school chemistry.

The new independent grammar school in Leicester which opened its doors on September 3, is already establishing a fine public school tradition. Mrs Jean Middleton, one of the school's trustees, announced at last Sunday's meeting of the National Council for Educational Standards that somebody had written to ask if he could put his six-year-old son's name down for admission.

Our plea for "No Comments" has brought an excellent response - many thanks and keep up the good work. Most good "No Comments" are sent in by more than one person - last week's sad story of the former solicitor reduced to working for the ILEA came in 12 times over. The round of drinks, unfortunately, only goes out once, on a first come, first served basis. Our sympathies to the unlucky 11.

Next week

Features: "The Contracting Curriculum: Anne Jones on the value of child care as a core subject; Frances Greenoak on Jan Pienkowski. Books: Elizabeth Henry on humanities, culture and the media; Ron Dawson on a teachers' psychology manual; John Dancy on Richard West's *An English Journey*. Extra: Mathematics.

Dahl R for punishment



"Remember, Crack-the-Joke and The End? Up with Skool is beyond The End: it's beyond a joke!" proudly boasts the cover of a new Puffin with this title, published next Thursday (80p).

The blurb's author could well be right; there are gathered together some of the most execrable jokes of

Personal column

Mary Warnock

Learning and caring

The NUT's boycott of the head of assessment post at a community home in Redhill is a symptom of much more than a union's proper concern with the pay and conditions of its members. The union (reported in *The TES*, October 2) fears that if other councils follow the example of Wandsworth, and advertise such posts under social workers' conditions rather than teachers', teachers may be "deprived of the chance to opt for a job in a community home".

To put it this way may obscure the real problem, the problem, that is, which, if it is not solved, may affect the children in community homes, not just teachers, and their career structure. The Wandsworth council, justifying its advertisement, says that they are "merely correcting an anomaly". The post, it says, requires residential care work, and this is what it has advertised for. This is the crucial point. Assessment, as I understand it, is a matter of attempting to discover a child's needs and deciding how provision may best be made.

The suggestion that the person in charge of this process must be someone trained in "care" perpetuates the disastrous dichotomy between "care" and "teaching" which bedevils the provision for both children and adults with special needs. Children in community homes all have special needs, whatever the reason of their being taken into care.

Most, whether or not they are categorized as maladjusted, are certainly emotionally deprived or disturbed. The very fact that they are in community homes means that their normal life of growing up and learning has been disrupted and everything else, these children need provision, to ensure that they will not fall still further into deprivation crippled by their own increasing incompetence.

All these things are aspects of education and are the kinds of goals that teachers would have before them for children in community homes. Children who have failed at school need people to look after them who take seriously the question whether they are above all beginning to be able to learn. The argument that such children need "caring", not education, is disastrous.

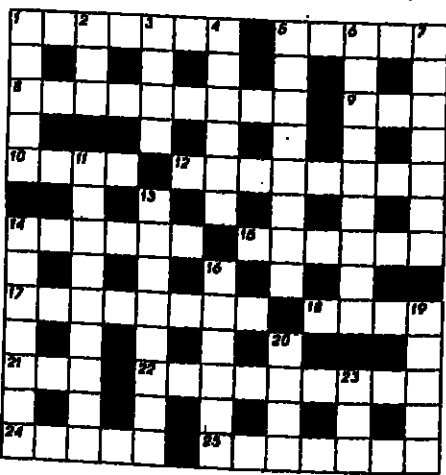
Part of the trouble is that social services' employees can, between their 32-week care for the children in community homes, while teachers, by their terms of employment, observe terms and holidays. But for one thing it is beneficial for the children in the homes like their fellows in school to have terms and

holidays, even if during the holidays their lives are not totally different from their lives in term.

The evil effects of lack of standing between education and social workers is by no means confined to community homes. The trouble is to be found in adult training centres, managed as they are by the social services, but containing, allegedly, an "educational element". But the teachers are mostly not instructors' levels, and are given any kind of authority only in work which their pupils ought to be taught to undertake. Confined to a life of those at the centre, and they get time off for education, regarded as a luxury. There is a shameful difference between adult training centres (which may any case often so few for a day that parents feel thankful when they come up, and are not prepared to criticize the service) and the provision at, for example, Ravelstonwood, where contract staff undertake only if it is seen to be educational value, and where workshops are actually taught in classes, whose whole purpose is to teach.

Nor is it only with the social services that education has to look. The same total failure to grasp the importance of actual teaching is manifested too often by the school or paraded profession. The National Children's Bureau must have published some research last year on combined nursery centres where teachers and nursery nurses work with children, side by side. (*The Hidden Nursery Centres* by E. E. et al. NCBS Series 1981.) It is a welcome idea, and it ought to be full. But in the sixth chapter a report there is the most explicit account of the interprofessional understanding among the staff who seem to spend more time talking to each other (probably grumbling and gossiping in corners) than to the children. Typical of the reason for the nurses was this: "I look for the ones that need help; the teacher looks for the ones that need help writing"; or "Education should be pushed before five". How can we have a notion of the cruel indifference of the Three Rs to be discussed by One nursery nurse, who had even experienced working with teachers, when asked if she would like to be replaced by a teacher? "A teacher brings in discipline and causes a lot of ill-feeling" she seems true. And who suffers?

TES crossword No 22 by Rufus



Across
1 Quickest way home for some workers (7)
2 Submit to delay, perhaps (5)
3 China has a poor start to the game (9)
4 Some every (3)
5 Carried tale passed on (4)
6 Give up control and hang around (4, 4)
7 Meeting that raises the spirit (6)
8 Sleeps soundly (6)
9 Its chair could be famous (8)
10 When it falls, it has the cheek to go on (4)
11 I turn out otherwise in Brazil (3)
12 They're a blend of the main races (9)
13 Extravagant when out and about (5)
14 Storm created by Shakespeare (7)

Down

1 Scene of a tragedy (5)
2 Complete part of a set of books (3)
3 I join teacher and pupil (4)
4 Catch on (4)
5 The son of comedy goes on in the play (7)
6 Give away from a person of influence (7)
7 Convey their message (7)
8 Touching display of appreciation (9)
9 It is not for sport (7)
10 Transmuted water (4)
11 Course must steer wrong (5)
12 Well-remembered (4)
13 We are under a debt of wonder (5)
14 Solution to crossword (4)

THE TIMES Educational Supplement

FRIDAY OCTOBER 30 1981 NUMBER 3409



"Relax - our computer could never handle a life as dull as yours."

Misuse fear on computers

School computers could be used to store confidential information about teachers' family and money problems, delegates at a teachers' conference claimed this week.

Members of the Association of Teachers' and Mistresses Association called for a code of practice to cover the use of computers in schools after speakers expressed fears that "over-zealous" head teachers might misuse them.

Mr Brian Robins of Joseph Whitaker school, Mansfield, said: "A young, inexperienced teacher might find it difficult to tell a head or senior person to mind his own business."

He added that pupils were even less able to withhold information and could be asked for personal details. For instance a list might be compiled of those who were from one-parent families.

AMTA conference reports page 8

Poverty tightens grip on students

More and more further education students are living in acute poverty because of education cuts and the economic recession, Bradford College reports an increasing number of students living on the breadline.

Mr Roger Crowther, head of the college's student services, said he saw at least 50 students facing financial hardship within the first fortnight of term.

The effects of financial hardship, he said, are generalized anxiety and depression, students trying to follow courses without proper books and equipment, poorly clothed students, and those who obviously are not eating properly.

This week

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Raw over spending threatens teachers' free meals

by Hilary Wilce

Teachers across the country could lose free school meals following moves in Wales to cut down on the number of meals given in exchange for lunch-time supervision.

District auditors recently examined the number of free school meals allowed to teachers in all Welsh counties. Some counties were told they were overspending.

Gwynedd, top of the "overgenerous" league, was threatened with court action or a surcharge to individual councillors unless major cuts were made.

The county agreement allows teachers a term's free meals in exchange for any extra-curricular lunch-time activity during the term.

Such activities include supervising clubs and sports as well as meals. Following the threat, the authority recommended that one free meal only should be provided for a lunch-time duty.

Teachers firmly rejected this and talks are underway to find a compromise. The education authority is hoping for an agreement on the basis of a week's free meals per duty, but teacher unions have warned that unacceptable cuts could lead to the withdrawal of cooperation.

Powys, also criticized for overspending, has asked individual heads to look for ways of cutting back on free meals, but Gwent, which is also thought to have been criticized by

the district auditors, is taking no action.

Mr Mostyn Phillips, Gwent assistant secretary of the National Union of Teachers, said teachers would be "incensed" if cuts were threatened. "I can't think of a quicker way for an authority to close meals down altogether," he said.

Mr Peter Coles, under secretary for education at the Association of Teachers, said the auditors' report was "bound to have an effect this side of Offa's Dyke."

The news that free meals had come under examination would spread around the district auditors' network, and word of any meals cuts was bound to reach English local authorities.

Bristol education faculty faces closure

One of the most prestigious education departments in the country faces closure. The faculty of education at Bristol University is top of a list of cuts proposed by the vice-chancellor to be considered by the university senate next Monday.

Bristol must cut its budget by a sixth, from £23m to £19.5m by 1983-84. To do that, the vice-chancellor, Sir Alec Merrison, plans to close not only the faculty of education but also the departments of Italian, Russian, History of Art and Architecture. Certificate courses in the drama department, the audiovisual unit and the comparative animal physiology unit would also be axed.

The severity of the cuts in these areas would enable student numbers in other arts subjects, including social sciences, to rise by 192. The faculty of education now has 384 students, 250 of them on post-graduate certificate courses, and 32 academic staff. Its post-graduate certificate attracts about 10 applicants per place, many of them from Oxford and Cambridge. It has a very high reputation for research, attracting a large proportion of the total grants from the DES and the Social Science Research Council.

Explaining his reasons for the proposed closure in a paper circulated to staff on Wednesday, Sir Alec said a large cut could only be made by closing either the faculty of law or the faculty of education.

"A large question mark was put over the future of the faculty by the senate's decision some years ago to sever all links with the colleges and abolish the normal BED degree," he said. "Now that PGCE numbers are to be pruned severely it is clear that the faculty's future viability is called in question."

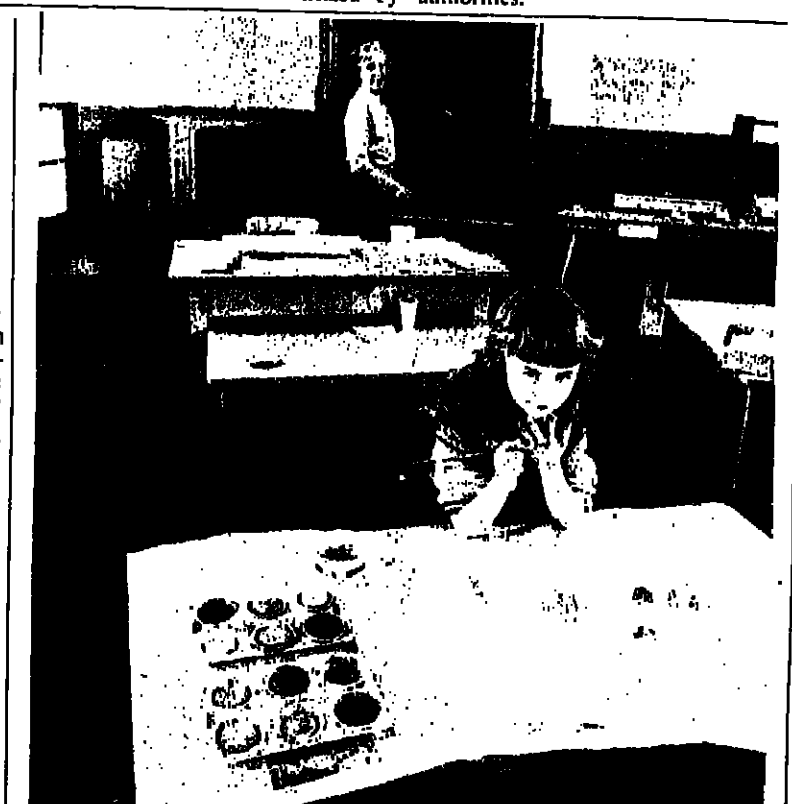
Two other universities badly hit by the cuts, Salford and Surrey, also unveiled their survival plans this week. Both were to be considered by their respective senates yesterday.

At Salford, which faces a 44 per cent reduction in income by 1983-84, a senate planning group under the chairmanship of the vice-chancellor, Professor John Ashworth, has not accepted the overall target for student numbers set by the UGC. Instead of cutting home student numbers from 4,000 to 2,750 by 1984-85, it says the university should plan to cut numbers to 3,000 - with a warning that is "the absolute maximum planning figure and even that is a risk".

All courses in politics and contemporary history, music, visual and applied arts, physical education would close, as would all courses in social and anthropological sciences except the BSc in sociology. Single honours degrees in biochemistry and biology would stop and a joint degree in biological sciences would be offered instead. Courses scheduled for closure will stop admitting new students next autumn.

At Surrey, which must cut 25 per cent, the departments of philosophy and home economics would close and the undergraduate course in human biology would be discontinued.

The university says it will have to reduce its staff complement by about 250 but estimates that unfilled vacancies and anticipated retirement should account for about 100 of that total.



Alice is in a class of her own

Personal tuition is no problem for five-year-old Alice Gambler. Unlike most children in crowded classrooms, she has no difficulty attracting her teacher's attention. For she is the only pupil at Eglsay School, on Eglsay Island in the Orkneys.

Her parents, Adrian and Kathy Gambler, moved from London four years ago to farm cattle and sheep. The island, with a population of about 25, lies to the north of the Orkney mainland and crossing in winter can be hazardous.

There was, therefore, little alternative but to keep the schoolhouse open for Alice's benefit. Her teacher, Mrs Kathleen Conacher, who also lives on Eglsay, came to the island two and a half years ago from Taylside where she was used to teaching classes of 30 to 35 pupils.

A further bone of contention is the draft's support for monitoring the achievement of ethnic minority children. Mr Brinton will be putting down amendments opposing that too.

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After Trenaman: a time of peace?

Mrs Trenaman's report on the Schools Council is short and its significant conclusions are few. First, and far and away the most important, is her main recommendation that the Council should continue along broadly similar lines and with broadly similar functions. Second, she has a few sensible observations to make about the committee structure: the Finance and Priorities Committee should formally be accorded the pre-eminence which it has already achieved in practice; teacher union representation should be cut down by reducing the number of places allocated to the big unions; there should be a general thinning out of the committees.

These are sensible conclusions which should be accepted. But it should be clearly understood that they will do nothing, by themselves, to turn the Council into a power house of new ideas. Nor will they eliminate the "power politics" Mrs Trenaman blames for the Council's shortcomings. Most of the difficult questions about curriculum development are not about the structure of bodies like the Schools Council but about finding ways to improve the school experience of millions of children and helping 500,000 teachers to work in more effective ways. Fiddling with the constitution of the Schools Council is the easy part. This is what Secretaries of State can understand - this is where political scores can be paid off. Really helping teachers to reassess their working methods and choose new teaching materials is a much more difficult, more contentious and more worthwhile activity which only takes place in the interstices between the lattice-work of each new structural framework.

Mrs Trenaman's conclusions are sensible as far as they go but her report is not without blemishes. Some of them follow from a refreshingly direct style of presentation which she had adopted. Writing in the first person singular, she manages to reveal plenty of her own prejudices. For some reason she feels obliged to chide the Council for being ham-fisted and arrogant in its attempts to get the universities to make some positive step towards a reform of the sixth form curriculum. It is not clear whether she is referring to some collective action by the Council or some isolated occasion when some staff member allowed his exasperation to boil over. But seeing how successfully every attempt to get progress on sixth form reform over the past 17 years has been blocked and what part the hydra-headed universities have played in this, Mrs Trenaman would have been much wiser to suppress this injudicious comment.

Also, for some reason, she seems to have been inordinately offended to find that discussion in such bodies as the Convocation of the Schools Council and its major committees has sometimes been forthright to the point of abrasiveness. "I also believe," she writes, "that public esteem for the Council would be enhanced if its members were better mannered in discussion..." Observations such as these damage the report because they are patronizing and overlay the rest of the report with an inappropriate air of Oxford superiority. Heaven help Parliament or local government if Mrs Trenaman looked down her nose at them, too. It would, of course, be delightful

if all future discussions were sweetness and light, but meetings of politicians, administrators and teachers' union representatives will not suddenly change.

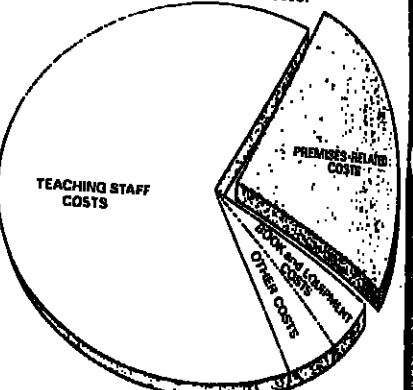
As for the size of the union representation, Mrs Trenaman is right to attack the insistence on Burnham-type weighting to give the big battalions numerical strength with which to caucus and exert collective pressure. But in the end, it all comes back to what it is reasonable to hope for from the Schools Council. Dynamic leadership is not what it can or should normally be expected to provide. It is much more likely to react to events than to control them; to be an enabling body, rather than a directing one.

The Council is rather like a large ship with a small engine. The Trenaman report is all about who shall stand on the bridge and give instructions to the quartermaster. But the ship is barely under way and how the wheel is turned makes little difference. The only horsepower it can develop comes from the self-generating conviction which its output commands, and this in turn is likely to depend on a reputation which can only be built up over a period of time - time perhaps in which the Council is in more need of benign neglect than frequent reorganization. This calls for restraint all round. From the teacher-politicians, certainly; but certainly, also, from Ministers and the Department, who still have to live down the disreputable Yellow Book and the capriciousness which has marked their relations with the Schools Council over much of the past 17 years.

More space, less costs

Mr William Shelton MP, one of the parliamentary under-secretaries at the DES, made one of his first forays beyond the confines of the Department last week when he visited a new school in the north of England. The annual "study day" of the Society of Architects of Local Authorities (page 11), the subject of study this year was - wait for it - building. Not much, you might think: no new schools for architects to build, and no changes in the drawing offices.

What Mr Shelton was anxious to tell the world was that it means a lot more than that. It means the opportunity to review the stock of educational buildings, sort out what is needed and which are not, and see how some can be improved with the resources released by the sale of others.



From Falling rolls and building costs. Design Note 27, prepared by DES architects and published in Education on October 11.

This is what the architects were on about. What the DES calls "premises-related costs" for about a quarter of the cost of providing education at present. But if the pupil numbers fall by a third while the premises-related costs remain the same, the proportion going on buildings rises to a third or more.

The DES is doggedly determined to express it in terms of the huge opportunity the fall in numbers provides for getting rid of sub-standard buildings and temporary classrooms. Do this now, it argues, and we can emerge six or seven years time with a smaller, better housed school system.

New building will henceforward be limited to what is needed to cope with population movement and new housing. Apart from this any hope of improvement will depend on self-financing - that is financing any remodeling at existing schools from the disposal of unwanted sites and buildings.

Mr Tim Brighouse, the Oxfordshire chief education officer, did his best to look on the bright side, when he helped the architects to consider current and future educational developments. He did not point out, for instance, that there was a brief time, a year or two ago, when teachers and educational administrators were also being encouraged to look on falling rolls as a golden opportunity to forget about numbers and go for quality.

That golden age was only a flash in the pan. Nothing came of it. Now all pretence that the fall in numbers can be used to ease pressure on teachers has been dropped and Government plans are unrealistically based on staff numbers falling as fast as those of pupils.

As for the buildings, the ever-enlightened Architects and Building Branch at the DES are only budgeting on withdrawing 1.3 million school places from service - less than half the 3 million by which the school population will fall. Even that figure looks much higher than the certainty that every proposed closure or merger will generate a vigorous "save our school" party.

Teachers sometimes get caught up in their flights from conscience and from a sense of professional responsibility. But the logic of the facts and figures on school buildings is that the more authorities need to spend on buildings, the less they will have to spend on teachers.

Stuart MacLure

No Comment

Bushfield Community School headmaster, Mr Ray Stirling, said: "Sex is not something we can sweep under the carpet..." In charge of the 750 girls at Peterborough's County Girls' School is Miss Rosamund Roberts. She said: "I certainly cannot agree that any of our teachers in my school, or in any school I've heard of, encourage youngsters to have sex in their heads and sex education lessons". - From the Peterborough Evening Telegraph, October 16, 1981.

Pressure grows over language assistants

by Bob Doe

Nearly a third of all education authorities in England and Wales have now stopped employing foreign language assistants in schools.

Demands are growing for the Government to step in and fund the scheme centrally before countries like France retaliate by ceasing to employ British language students who have to spend a year abroad as part of their studies.

Unpublished figures collected by the Central Bureau for Educational Visits and Exchanges will show that some 30 authorities in England and Wales have stopped employing foreign language assistants.

There is already a shortage of suitable placements abroad for British language students and fears are growing that France in particular, and possibly Spain, will clamp down on numbers.

The Central Bureau, which organizes the UK end of the assistant schemes, may be forced to start dis-

criminating against students from those local authorities that no longer employ assistants when it comes to finding placements overseas.

Staff at the University of York Language Teaching Centre are the latest to protest about the effects of the assistants' cutback. The Modern Languages Association made a similar plea earlier this year.

Mr Robert Clarke, chairman of the York Centre's board of studies, said schools were losing a valuable asset. "The foreign language assistant not only serves as a living reminder that foreign languages are actually spoken elsewhere than in the classroom but also enables British language teachers to maintain the languages they teach at a good level."

He backs the suggestion that the Department of Education and Science should fund this part of the education service centrally, with local authorities each getting their

quota of assistants according to pupil numbers and languages taught.

One part of the UK where numbers of foreign assistants are on the increase is in Northern Ireland. There the scheme is centrally funded by the Northern Ireland Department of Education.

But any similar arrangement for England and Wales is likely to run into opposition from some local authorities who are concerned about increasing central government encroachment into what they regard as matters for local government.

A recent letter to The TES (August 21) from Mrs Nicky Harrison, chairman of the education committee of the Association of Metropolitan Authorities, cited moves towards central funding of foreign assistants as one of the undesirable consequences of reducing the money authorities had control of.

Mr Paddy Carpenter, deputy

director of the Central Bureau for Exchanges, said this week: "We think something must be done and done quickly. If the solution involved central funding and administration, we would be most willing to cooperate."

A meeting between the Department of Education and Science and local authority associations this week to discuss foreign language assistants agreed that the importance of assistants in schools and of the reciprocal experience abroad for British language students should be looked into further.

But a spokesman for the DES said the department was reluctant to get involved any more closely with the employment and payment of assistants because this was a matter for local authorities. The numbers of foreign language assistants were still "substantial" (2,000 in England and Wales this year).

Sacked head's compensation may be £36,000

by Sarah Bayliss

Miss Sylvia Howarth, the head teacher of a special school who was sacked after her entire staff refused to work with her, could receive more than £36,000 compensation.

A panel of councillors in the London borough of Ealing last week confirmed Miss Howarth's dismissal but said she should continue to be paid until December 1984 instead of December 1982.

The decision means that if Miss Howarth does not get another job in the meantime she will receive more than £36,000 over the next three years.

Mr David Hart, general secretary of the National Association of Head Teachers which has represented Miss Howarth since she was first suspended in February this year, said the appeals committee had also confirmed an assurance that it would help Miss Howarth find another job "commensurate with her current status".

"The chief education officer of Ealing will now provide supportive references recognizing Miss Howarth's expertise," said Mr Hart.

Miss Howarth, aged 35, was first suspended from John Chilton school for the handicapped following allegations about her relations with staff. In June she was reinstated but on returning to school all the staff walked out. Miss Howarth was suspended again and finally in September a second inquiry ruled that she be sacked with certain conditions attached.

He said Miss Howarth was now on full secondment from the authority studying for a Master of Education Degree at Leicester University. Her salary, which in the first place had been guaranteed until December 1982 and was now guaranteed for a further two years, was about £12,000 a year.

A formal statement from the NAHT this week accused Ealing of "sacrificing principle to expediency". It said that parents and governors had supported Miss Howarth at the appeal. And the appeal itself had said it found no fault with Miss Howarth "academically".

"It is the wishes of the teachers which apparently come first - a lesson no doubt for Miss Howarth's successor," said the statement.

A spokesman for Ealing council would not comment on the criticism. The National Union of Teachers who represent some staff at the school said at the time of the sacking: "The staff have been through a very difficult period. We are glad that in some quarters at least, they now appear to have been understood."

Plea on cash

A headmaster whose school can no longer afford to supply its children with all the necessary textbooks has been forced to abandon his principles and appeal to parents for financial help.

Mr Michael Northway, head of Sturton-by-Stow Secondary School in Gainsborough, Lincolnshire, is making the plea to the parents of his 500 pupils following the Conservative-controlled county council's decision to withhold 25 per cent of schools' capitation allowances because of cuts in spending. In the case of his school, the total amount is between £3,000 and £4,000.

He said: "The money supply has always been woefully inadequate. Now we have been cut to below subsistence level. In consequence we can no longer provide children with necessary text books."

"I deplore having to make this request for help. It runs strongly counter to my beliefs in the right of all people to a free education sufficient in every way for their needs."

A new Times supplement

The Times Health Supplement, price 45p weekly, makes its first appearance on the bookstalls today.

Comment

Call for help for dyslexics

When this was declared Dyslexia Week, the organizers could have had little idea what a fortunate filip they would be given by publicity.

While one newspaper last Sunday was serializing the moving account by the actress, Susan Hampshire, of how she struggled to read scripts, although her handicap was not diagnosed as dyslexia until comparatively late in her career, another was revealing that Europe's most fashionable architect - Richard Rogers - priest of High Tech and the Pompidou Centre - was also dyslexic.

They are not of course the only people to demonstrate so clearly how the problems of word blindness can exist alongside high creative ability and indeed numeracy (and can run right through the range of IQs) but such public examples continue to be useful because of the scepticism that still surrounds both the concept and diagnosis of dyslexia. It has been attacked as a useful way for teachers to explain why they have not been successful in teaching a child to read, or for middle-class parents to make illiterate respectable.

Since it never figured on the Department of Education and Science's list of special categories of education handicap, dyslexia has had no official status or attention to date. Now that the new special education Act replaces categories with a broad definition of special need, it is officially suggested that dyslexic children need no longer fall through the net. Critics, however, fear that these children will now be grouped with others suffering from a whole range of learning handicaps, all needing different help.

But whatever the disagreements among educationists about the effect of the new legislation, Dyslexia Week has certainly revealed that it has not so far allayed the fears of parents. The Dyslexia Institute, which launched the week to bring attention to the problem and to raise funds to help the estimated

500,000 children affected by the condition, has reported that its help-line - and those of its regional centres - have been jammed with calls from desperate parents.

Perhaps the most constructive move now would be for the experts to stop arguing over whether this particular form of word blindness is a pathological or psychological condition.

What matters is that a number of children are suffering from a form of handicap and that they can be better helped if this is recognized, preferably without sticking a label on them which will in itself constitute another handicap. That is exactly the sort of effect that it is hoped that the new special education Act will eventually achieve, by abolishing categories.

Hot potatoes for Thompson

Elsewhere in this issue (page 14 and 15) there is an extensive summary of the National Youth Bureau's evidence to the Thompson inquiry. It is important as a reminder of the warmth of leagues are shifting uneasily from pocket to pocket.

Youth work attracts radical views; nobody can work closely with young people in 1981 without being acutely conscious of the pressures on the young from unemployment.

Like the youth workers, the careers officers show the same tendency to mobilize alongside against an adult society which they see as inimical to the interests of powerless young people.

Sir Keith Joseph and his ministerial colleagues will not be the only people who find the emergence of this ideology disturbing. It is infused with too much understandable rage to be profound in its political or economic analysis. In social terms it can only feed the kind of resentments which fared up at Toxteth.

To say this is to do no more than point out that despair is no better inspiration for youth work than for anything else, but - within the limits which Sir Keith himself has helped to establish - hope is a commodity which is in desperately short supply at the moment, as Mrs Thatcher's Conservative critics have begun to remind her.

Cambridgeshire's mid-year cuts

"There is no correlation between the pupil-teacher ratio and the quality of education, within limits." Sir Keith has said it again, this time to the Assistant Masters and Mistresses. Once more and it must be true. Does this mean that education does not suffer, however severely budgets are cut? Unfortunately it does not.

Cambridgeshire is the latest county to hit the headlines as a local authority squirms this way and that to make mid-year cuts. To get inside the magic estimates of Grant-Related Expenditure (GRES), Cambridgeshire has to save a total of £2.3m - no less than £1.8m of it from education. For a county the size of Cambridgeshire, there is no way in which this can be other than extremely painful. But to refuse to make the cuts would be more painful still and lead to the withholding of £6.3m of Government grant.

Sarah Bayliss has been to see what is happening. Her report is on page 6. The story she tells describes a county edging all the time a bit closer to the point where the education service breaks down - with or without Sir Keith Joseph's famous correlation.

Mid-year cuts always have to fall where they may: in Cambridgeshire this means a clamp on capitation, brought in after some schools have already spent in good faith and before others have even begun to complete their plans. A prospect, but of course, as Sir Keith knows, correlation between pupil-teacher ratios and the quality of education?

What makes this all the more bizarre is that by no stretch of the imagination could Cambridgeshire be made to look like a county which has been ultra-generous in its education spending. It comes out just below the county average in the annual league tables published by the Chartered Institute of Public Finance and Accountancy. Chairman of its education committee is the redoubtable Mr J. R. Horrell, a leading light in the Association of County Councils, and a stalwart supporter of Sir Keith. If this nightmare has overtaken Cambridgeshire, there are going to be others, less ready to knuckle under to the Heseltine ukase, who are in for some rude shocks.

NUT president protests over 'exam factories'

by David Lister

The president of the National Union of Teachers said this week that the secondary school examination system must be radically altered if any real progress is to be made in changing the curriculum towards developing the learning of real skills.

Speaking at a conference organized by the National Association of Teachers in Further and Higher Education at the Colchester Institute of Higher Education, Mr Jack Chambers said that if the monopoly of external examinations is to be broken, "the imposed and rigid requirements for some future 'slotting' requirement must be changed".

"In the North East of England, for example, where unemployment amongst school leavers is phenomenally high, the secondary schools find themselves being turned into examination factories just like the days of the 11 plus. Moreover, the so-called 'reformed' 16 plus examination which is to be introduced is a minimization of bad into worse."

Mr Chambers said that because part of the role of the school must include the attitudes of the school to the learner, there is a major role for curriculum profiling as part of a learning process "where the young-

ter and the teacher or tutor are encouraged to negotiate with each other over learning needs and the provision for and realization of those learning needs. It stores the teacher from seeing him or herself solely as an expert who presents his material to be learned by the pupil."

While accepting that this may be easier said than done, "because teachers are human like everybody else and it is very difficult to be patient, tolerant, understanding and adult", Mr Chambers said that it has to be done "if we are to surmount the substantial barrier that the custodial function imposes on teachers in the state education sector".

Mr Chambers attacked those people in the education service who are more concerned with academic theory than the solution to practical problems.

"Many people in the education industry have profound misunderstandings as to the nature of skill which, probably, has its roots in a preference for these people for theoretical and academic disputation. All too often, this results in a contempt for practical activities which solve problems - and this seems to be manifest throughout the education system."

Unions join summit over pay plan

A radical plan for determining teachers' pay, including incentives for the good classroom teacher and the scrapping of the present points score system for promotions in schools, will be discussed with leaders of the unions next month.

Details of the plan were revealed in the TES three weeks ago. The local education authorities' plan goes some way to meeting the demands by the teachers' unions for automatic progression up the pay

scales to avoid losing good teachers because of the current lack of promotion opportunities caused by falling roles and cuts in staffing levels.

However, it is sketchy on how the move to reward the classroom teacher would be carried out.

The National Union of Teachers is lukewarm about the idea of regular assessment of teachers to see if they should receive what would amount to a merit increment.

The National Association of

Schoolmasters/Union of Women Teachers would prefer to see assessment panels set up to carry this out rather than leave it to head teachers.

The management document says: "Most teachers recognise that the quality of their competence in performing the task of teaching should improve with continuing experience. Most observers would agree that teachers acquire this increased competence at different rates and a very few make little or no progress."

Muddles and hometruths from the new men

Three new education ministers faced MPs this week

THURSDAY saw the debut of three education ministers in House of Commons. One (Sir Keith Joseph) said what he thought. One (William Waldegrave) went into a moult, trying not to say what he thought. And nobody knew what the other one was (William Shelton).

William Waldegrave, the touted head of higher education, was on a sticky-wicket during a question about the cuts at Aston, Bradford and Bedford Universities. The asked if one with his reputation for cultural achievement was opposed to the philistine proposals?

Mr Waldegrave, the kind words, said: "In the opinion of the University Grants Committee, the cuts would have no university, university... of course they would. I mean, valuable

provision, no one could deny that... but when all public programmes had to have limited resources applied to them..."

"The University of Salford is a fine institution and will remain a fine institution," he finished lamely.

Then, in the time-honoured tradition of education ministers, he took refuge behind the comforting bulk of the UGC. A fine invention, he said - and quoted Robbins to back up his view. But Alan Bell now came to the attack. Would the Government at least lay down that students accepted for courses should not find those courses axed - and those in mid-course shouldn't find their courses axed either? Ah, replied Mr Waldegrave, glumly, that was a matter for the individual institutions.

When Mr William Shelton, the new minister for 16-19 year olds and

science stood up, there were unattractive cries of "Name?" The assembled MPs were obviously unaware that the real father of the Parents Charter stood before them. But Mr Shelton coped gamely on the school-leaving age and truancy.

Sir Keith Joseph, making his unimpeachable appearance at the dispatch box, but only his first as Education Secretary, had some home truths to tell. "The simultaneous destruction of direct grant schools was a very serious mistake. The Government found possible without experiment was tragic educationally and in human terms," he said.

It was left to the old pro, Dr Rhodes Boyson, to deal with the trickiest question of all, on nursery education. He quoted the civil service

Government gives way on cities

The Government has bowed to local authority pressure and agreed to channel the extra £60m for education in inner cities to councils through the rate support grant. Rumours that the money might take the form of specific grants to some (i.e. as under the Urban Programme had caused strong protest in local authority circles.

The extra money is to enable an extra 50,000 youngsters to stay on at school next year.

And then, as usual, the true Boyson peeped through. "Many people feel that where mothers can be at home with children that is a very satisfactory situation," he declared. The male-dominated House of Commons let that pass with no audible increase in the hoos and cheers. He wouldn't have got away with that in the old House of Commons, Mrs Helene Hayman would have sprung out of her creche and bopped him on the head.

Platform

Heads you win, heads you lose?

John Partington says it is getting more difficult for heads to exercise the legal duty to run their schools, now that elected members, administrators, advisers, inspectors, parents and unions all expect a greater say

Thinking no doubt of his experiences at Harrow, Sir Winston Churchill once commented that headmasters had "... powers which prime ministers might envy," and the sentiment is frequently echoed in staffrooms in the dark corners of the disaffected. The truth, however, is rather different, and there are good reasons for thinking that we expect our heads nowadays to fight the good fight with one hand tied behind their backs.

On paper, it is true, nothing has changed since 1944. Under the Articles of Government the head remains responsible for and in charge of the "internal organization, management and discipline of the school."

Through its power to veto the articles, the DES, to its credit, has resisted attempts by adventurous I.e.s. to change or abolish the clause - particularly in the post-Taylor era - if only because in the event of actions for negligence, parents might find it very difficult to sue, say, a committee of management of fluctuating membership. In

priorities to which all members of staff subscribe; if not, it may well disintegrate as the cases of Risinghill and William Tyndale illustrate. Changes in the Rules of Management, requiring schools to accommodate redeployed teachers, must inevitably produce some square pegs in round holes; a temporary phenomenon, perhaps, but one which can do lasting damage to a school.

There is some cause for concern, too, in the way in which I.e.s. inspectors are increasingly involved in appointments, particularly above scale 1, and particularly where subject specialisms are concerned. There is a very thin line - which some would not draw - between nobbling councillors before appointments and chatting up inspectors at in-service courses in the hope that they will be more active at your interview than merely writing a reference - an advantage, incidentally, which candidates from outside the I.e.s. area do not have. An inspector's views ought to carry weight, but his criteria might be quite different from those of the head who sees the school as a whole.

Such issues need not be troublesome among reasonable people. Much more problematical is the ambivalent attitude shown by some I.e.s. towards the head's management functions over staff. Increasingly, teacher unions talk directly with I.e.s. as employers about their work and conditions of service; heads are involved in these committee consultations, but inevitably since representation is on the basis of numbers, in a minority position. One outcome of this is that assistant staff see themselves as working for the I.e.s. and not for the head of the school.

The general secretary of the National Association of Schoolmasters recently put it succinctly: "A contract of employment is between employer and employee. ... Heads are party to their own contracts and to none else's." - a view which seems to conceive of the head stand-

'For a school to succeed it needs coherent aims and priorities agreed by its staff'

ing to one side of a direct managerial line running from I.e.s. to assistants. To emphasize the point, he adds: "The captain of the ship concept is no longer apt; in any case, the captain has a master's certificate and the ship is not HMS Bounty."

Yet the same I.e.s. will frequently - and particularly when things go wrong - treat heads as middle management, very much as captain of the ship, and liable to go down with it. This came to the fore very clearly in the caretakers' dispute in 1979. In the judgment in *Head v. Haringey* the court ruled that the duty laid on I.e.s. by Section 8 of the 1944 Act was overriding; that Parliament intended that the education service should run, regardless of the views of this or that group of employees in that service.

If caretakers refuse to work, replacements should be found or injunctions served on their union for inducing a breach of statutory duty. By implication, if members of staff refuse similarly, the head's first duty is to try to keep the school running in the interests of the children. It is noteworthy that many of those heads who took the view at that time that



they were not middle management and, in the absence of I.e.s. success at dealing with the disputes, closed their schools, were disciplined in various ways by the I.e.s. for so doing. A head recently came up against this I.e.s. double-think in a potentially alarming way. She was faced with a sudden supervision problem at lunchtime at a time when in her judgment it was particularly needed. No volunteers were forthcoming from the staff, so as an emergency measure she instructed a colleague to go on duty. Within the hour this provoked a reaction from the area which was a union matter to which the head was not party and only County Hall could issue such instructions if it saw fit (which was unlikely).

Unfortunately, the same emergency continued into a second day; rather than risk possible chaos and injury the head told the authority that if it was unable to deal with the issue, she would have to close the school at lunchtime. This time she was told that such an action would result in the head being suspended. Had there been an accident shown in court to have been linked with inadequate supervision, how could

'An inspector's views might be quite different from those of the head who sees the school as a whole'

the head have come out of it? The head after all is responsible for the design and execution of the internal supervisory system which on these occasions had manifestly broken down. Had the I.e.s. any right to intervene to thwart what the head saw as the proper execution of her duty? And should a head be required to go against his judgment, and risk reasonably foreseeable injury to pupils on threat of suspension? It makes no sense at all, and is

indeed repugnant to notions of fairness and justice, to hire a head's professional discretion, make him responsible for its proper execution in a wide range of duties, then to fetter him while still holding him or her responsible. This is happening just as much in the field of school discipline. It was to be expected that the local moves by I.e.s. against the use of corporal punishment would lead, at least in the short term, to an increase in the other sanction available to heads under the Articles of Government - suspension. This, incidentally, is happening in schools where the abolition of the cane has been welcomed, as well as in those who see themselves deprived of a vital last-ditch sanction.

But I.e.s. are moving in here too. The head's discretion to suspend for good cause and without malice is now being limited in some areas by requirements first to consult with parents and welfare agencies and even to first try to find another school for the miscreant. What mayhem continues in school while all this is taking place is an issue unmentioned in such advice to heads.

Suspension and expulsion are of course serious matters and not to be taken lightly - nor are they by the overwhelming majority of heads. But pressure of this sort often arises from I.e.s. working under the common misunderstanding that they have an absolute duty in law to educate children, which is being thwarted by the head's admitted inability to cope. This is probably not the case. It is the parent who has the obligation to cause his child to be educated (or do it himself) and the I.e.s.' duty stops at providing sufficient school places. Clearly the I.e.s. must not deny access to those places unreasonably, but beyond this suspension and expulsion create problems in law for parents and not for the I.e.s.

As a final example of this growing encroachment upon heads' jurisdiction one might quote now even party issued to some heads about how they should react to the Assisted Places Scheme. Clearly, no head would expect to have to provide special

teaching or curricula to enable a handful of pupils to take advantage from the scheme. But this is quite a different matter from being instructed as some have been not to supply independent schools with confidential reports on applicants or to discuss the scheme at all with parents. A head's first duty is to his pupils and their parents and it is the case that parents' reasonable wishes are respected when it comes to their children's schooling. The head's private views about the scheme are irrelevant here, and it is intolerable that he should be put in the position of having either to give up against the express will of the parent or go against an I.e.s. instruction.

In the long run the cumulative effects of these pressures will make schools infinitely more difficult to manage and generate more conflict

'If staff refuse to work, the head's first duty is to keep the school running in the interests of the children'

than harmony with I.e.s., parents and staff. To thus undermine head status in the eyes of parents and staff and still to hold the head responsible if things go wrong is not the most intelligent way of attracting applications for headships.

The independently-minded, imaginative and creative leaders which our system has encouraged are likely to be taken over by a low profile of monkeys, keeping a low profile sitting behind the desk all day issuing exercise books and delighting in the number of decisions he or she can pass on to County Hall. So this is progress and power?

John Partington is a senior lecturer in the School of Education, University of Nottingham.

Bob Doe reports on a possible effect of the merger of O levels and CSEs

Advent of 16-plus could mean end of Nuffield exams

The public examinations provided for long-established national curriculum projects such as the Nuffield Science and SMP maths could disappear in some areas under the new 16-plus.

The merger of O level and CSE will undoubtedly result in changes in the projects and their exams. First, they will have to meet the new national criteria that are being established to ensure comparability between different courses. Then, those designed specifically for O level pupils may have to broaden their approach.

But the exam boards have also warned that they may no longer be prepared to continue the present arrangement whereby all GCE boards agree to handle the special exam for the project set by just one exam board.

Altogether there are nearly 60,000 entries a year for Nuffield physics, chemistry and biology O levels but there are no official Nuffield CSE exams.

The SMP O level is taken by about 60,000 candidates a year and while there are no official SMP CSE exams either, it is estimated that probably another 120,000 candidates take CSE exams connected with SMP courses.

The four new groups of boards in England having, they have, say, 20,000 candidates for SMP maths in their area, may well decide they would rather provide their own exam

rather than lose that amount of business to a rival group.

Though each group is likely to offer more than one syllabus in subjects like maths or science, they are not necessarily going to be labelled "Nuffield" or "SMP".

Schools are promised freedom of choice of boards under the system but it remains to be seen how expensive they will find that freedom in entry fees. It is not clear either how ready local authorities will be to allow schools to choose groups when the authority has a financial interest in its own regional group.

But the established national projects like Nuffield and SMP are not dependent about their prospects under the new system. After recent exploratory meetings between 12 projects and the GCE and CSE boards, both sides seemed confident there was room for negotiation.

Mr John Horsey, the SMP director, said: "There is absolute agreement that the projects are an important part of the educational scene and must have appropriate assessments."

But he was concerned about what might happen if boards set up their own versions of SMP.

Previous imitations of SMP exams offered by boards often had similar syllabuses but exam papers were quite different in character to SMP papers. He thought there needed to be some link between the project and the exam boards offering its exams.



Science on move with school bus

TEACHER Mike Hopkinson gets to grips with some of the £6,000 technology on a former single-decker bus, which has been converted into a mobile classroom and laboratory.

The underground advertisements and discarded tickets have been replaced by clean paint, computer monitors, micro-processors, hydraulic and pneumatic equipment. Only a Transport Lottery.

Passengers have been replaced by eager Bedfordshire teenagers who, thanks to the former Red Arrow bus, are taking A-level technology at five schools and a sixth form college.

Forced to change . . . at 11th hour

by Biddy Passmore

The students who achieved publicity this week by suing Aston University for alleged breach of contract belong in fact to a much larger group forced to change course at the last minute because of hasty reactions to the university cuts announced in July.

University staff have already passed two votes of no confidence in the strategy of the vice-chancellor, Dr Frederick Crawford.

Aston University decided to halt this autumn's intake to its BSc courses in human communications and behavioural science when it became aware of the severity of the cuts, which mean the university will lose nearly a third of its grant and more than 1,000 students by 1984. It rejected an unconditional offer from Warwick in order to take the Aston course because it would have qualified her for the profession she wants to follow - remedial teaching.

She was not told until the end of August that the course would not be available, after she had already found a flat in Birmingham and a place in a local crèche for her two-year-old daughter Kate. Reluctantly, she accepted the university's offer of a place to study psychology.

Clare Cawson, 19, with an A and two grade Bs in science A levels, could have got a place almost anywhere. She had chosen Aston's behavioural science course because it covered every kind of social science.

When the decision to stop the course came through, Clare was alarmed and could not opt out of the Aston place and use the last-minute clearing system to find an alternative. She is now studying human psychology at Aston. "If I'd known, I wouldn't have gone to Aston in the first place," she complained this week. "I don't like Birmingham."

At Lancaster university, new admissions to Russian studies and European studies were halted as the result of an emergency senate meeting in mid-July. One student with an unconditional offer to study Russian agreed to transfer to linguistics. Those who had places on the European studies course either transferred to another course at Lancaster or went to a similar course at Kent instead. A merger of the two universities' European studies departments had been planned anyway, and the letter from the University Grants Committee simply speeded up the process.

Other universities badly hit by cuts, including Salford, Bradford, Hull and Keele, have all honoured their original offers this autumn.

Caning-row teachers threaten suspensions

Teachers in an "authority's special schools are threatening to suspend disruptive pupils following a ban on caning."

The National Association of Schoolmasters/Union of Women Teachers claims that the recent vote to ban corporal punishment in its 10 to be taken over by a low profile of monkeys, keeping a low profile sitting behind the desk all day issuing exercise books and delighting in the number of decisions he or she can pass on to County Hall. So this is progress and power?

The union has declared its 35 members in the schools in dispute that the council has refused to recognize their action. This means that the council cannot be referred to an independent arbitrator under the CLEA dispute procedure.

If negotiations at national level

fail, as the NAS/UWT predicts, then the union's national executive is expected to advise its members to use suspension as an alternative to caning.

"We would have thought that the elected members of the authority would be concerned that many teachers in Sunderland do not support their decision," said NAS/UWT Northern regional officer Mr Colin McInnes.

"The long term effect of removing an important sanction from teachers and not replacing it with anything else will be very serious."

"In our view the decision has been taken and to bring back corporal punishment only to re-introduce it a few months later would be pointless," said Mr Tom Scott, chairman of Sunderland Education Committee. "Head teachers of the schools say that it is hardly ever used and the vote to abolish it was almost unanimous."

Mr Frank Garrity, the National Union of Teachers' primary school representative on the education committee, said that the union believed it had to take a realistic view.

"I suspect it went through on the nod and when the authority realised what had happened it tried to put matters right by consulting teachers but by then one side had declared a dispute," he said.

Schools Council chairman accepts Trenaman criticisms

The Schools Council chairman has accepted criticisms of its workings and will not contest controversial proposals that fewer teachers should be involved in its committees.

The report of the investigation of the council's function and workings, carried out for the Government by Mrs Nancy Trenaman, principal of St Anne's College, Oxford, was published this week. As reported exclusively in *The TES* (October 16) she recommends:

- the council's continuation with its present work
- less "power politics" in its deliberations
- the abolition of a number of committees
- smaller committees with an end to multiple representation in which the National Union of Teachers has 11 members on some committees.
- a sharpening up of priorities and dissemination.

Mr John Tomlinson, the council's chairman, welcomed Mrs Trenaman's "clear affirmation of the importance of the Schools Council and the need for its continued existence".

Her report made "a number of constructive suggestions about how the effectiveness and influence of the council can be strengthened". Those concerning the size and number of committees were already being considered by the council.

Mrs Trenaman's proposals to reduce the size of committees would leave the proportions of teachers, local authority and Government representatives much as they are. But they abandon the idea that the numbers of representatives a teacher union has should reflect the size of the membership of that union.

Mr Tomlinson said it was not for

the council to decide its own membership but to work with the membership it was given. "The Schools Council was created by central and local government and they have got to decide its membership. I expect the teachers' associations to have a view on that but I am not going to get the council involved in it."

The National Union of Teachers will argue against these changes when it gives its views on the Trenaman report to the Secretary of State, as all interested parties have been asked to do by the end of next month.

A spokesman for the union said this week multiple representation was necessary in order to get the broadest range of teachers from different types of schools and with different backgrounds, represented on the council.

"To imply that teacher associations are not representative of teachers professionally is an ill-informed suggestion and demonstrates an ignorance of the fundamental role teachers have played in the development of the service and of the council."

The NUT also complains of "errors of fact and a general lack of knowledge" in the report which is said to be "sadly lacking in that academic rigour and balance that was to be expected".

Mrs Trenaman, who complained of rudeness, abrasiveness and anti-intellectualism in the council's meetings, has "failed to grasp that deeply held educational values cannot be lightly discarded". The union says: "Education is far too important to be regarded as a matter for arbitration and compromise."

Bob Doe

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Cambridgeshire chiefs meet Pym and other MPs to discuss county finances

Leading members of Cambridgeshire county council were meeting Mr Francis Pym, leader of the House of Commons, and three other local MPs as the TES went to press to discuss the county's finances.

"We shall not be asking for more money," said Mrs Emily Blatch, Tory leader and vice chairman of the education committee. "We recognize we still have a part to play in bringing down inflation as a whole."

But we shall be asking for stability in local government finance and a sense of fairness in next year's rate support grant."

The discussion with MPs comes against a backdrop of public outcry over education cuts.

An emergency cut of £1.8m has meant an immediate freeze on capital, withdrawal of virtually all supply staff and a threat to close the county's pioneering community colleges at weekends and holidays.

There is the prospect of another £2.6m cut in next year's education budget. At a meeting of the full county council on November 17, Conservative councillors who after the May elections have a majority of only two - will have to accept public-

Ray Eades, a young craft teacher, joined the staff of Stanground school in Peterborough this autumn expecting to have capitation worth £800 for new projects he had planned.

The school in turn had set aside £800 of craft's capitation so their new recruit could buy the materials he wanted for teaching the 700 boys at Stanground.

But at the beginning of term when the county froze all spending on capitation, Ray Eades's £800 was frozen with the rest.

"I was quite excited to be coming here with ideas and good prospects," said Mr Eades, who was a physical education teacher but retrained as a shortage subject teacher.

"Practical work is going to be extremely difficult. I shall have to concentrate on written work and theory - without using too much paper, of course!"

Mr Eades showed me the £10 worth of metal that must suffice for all his metal-work teaching until April. Wood supplies are non-existent and off-cuts from local saw-mills will be the only source of raw materials.

Mr Bernard Barker, the head of

ly what that will mean.

Contingency plans drawn up by officers show that a £2.6m cut across the service would mean the loss of 300 teachers' jobs. Rising five would be barred from primary schools and the secondary school ratio would worsen from 16.9 to 17.9.

Councillors must choose between this and other swingeing reductions - for example the total abolition of the adult education service, closing down the school meals service and ending all in-service training for teachers.

Mrs Blatch said the abolition of adult education was "radical, but possible." The £6.80 hourly fee for part-time lecturers was "exorbitant" and it might be preferable to offer premises for hire by private study groups and clubs.

Referring to the emergency cuts, Mrs Blatch said the education committee's priority would be to try and protect capitation from the 20 per cent cut prescribed by the education office.

"We appreciate the problems schools are having, but we shall grant money for essentials. If at all possible we shall write off that cut

saved, but then the Government announced it would not allow inflation proofing this year in the way it previously had. So £2.3m must be found now and education must find its share of £1.8m. Otherwise the county stand to lose £6.3m as a penalty.

"We must get stability from government - we've had three different sets of rules applied this year," said Mrs Blatch.

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Bernard Barker... schools are lonely places

Freeze halts practical work

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GRASSROOTS



Sarah Bayliss visits Cambridgeshire where drastic cuts threaten 300 teachers' jobs and village colleges

However the reaction of teachers to the cuts had been "hysterical" she said. "They must remember that compared with ten years ago there are more teachers in the classroom, more ancillary helpers and more free periods built into the teachers working day."

Mr John Horrell, the county's education chairman and chairman of the Association of County Councils, was unavailable for comment.

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Head draws the line over money from parents

Staff and pupils at Orton Longueville comprehensive took the afternoon off last Friday for a sponsored run and cycle.

They were hoping to raise cash to keep the school's minibus the road.

Mr Peter Frogley, the school head, says the county has been "downright mean" when it comes to funding what he considers essential school transport. So the financing has become a part of school life.

But lately Mr Frogley has had to draw a line where fund-raising and parental contributions should stop.

"The one thing I won't let the boys do is buy books, that's where I believe they're buying just everything else," he said.

In the past, parents at Orton Longueville have bought slide projectors and cassette recorders - "the lot". But recently they have spent £200 providing notice boards for the school and they have started to buy cooking equipment for the domestic science rooms.

On craft materials, Mr Frogley said, "We limp along and rely heavily on local industry giving off-cuts and old machinery. The country's provision is by no means adequate."

He is particularly worried about text books. He teaches "A" level geography and finds that sixth formers who would have had 10 text books to study from in the past are lucky if they have three.

A 15-year-old set of first and second year French text books were "desperately out of date" but had been replaced this term at a cost of £1,500 and to the detriment of other subjects.

The school has 1,200 pupils in April, the beginning of the new year. Mr Frogley was told he had £37,000 in capitation. Books cost for £20,000 of the money.

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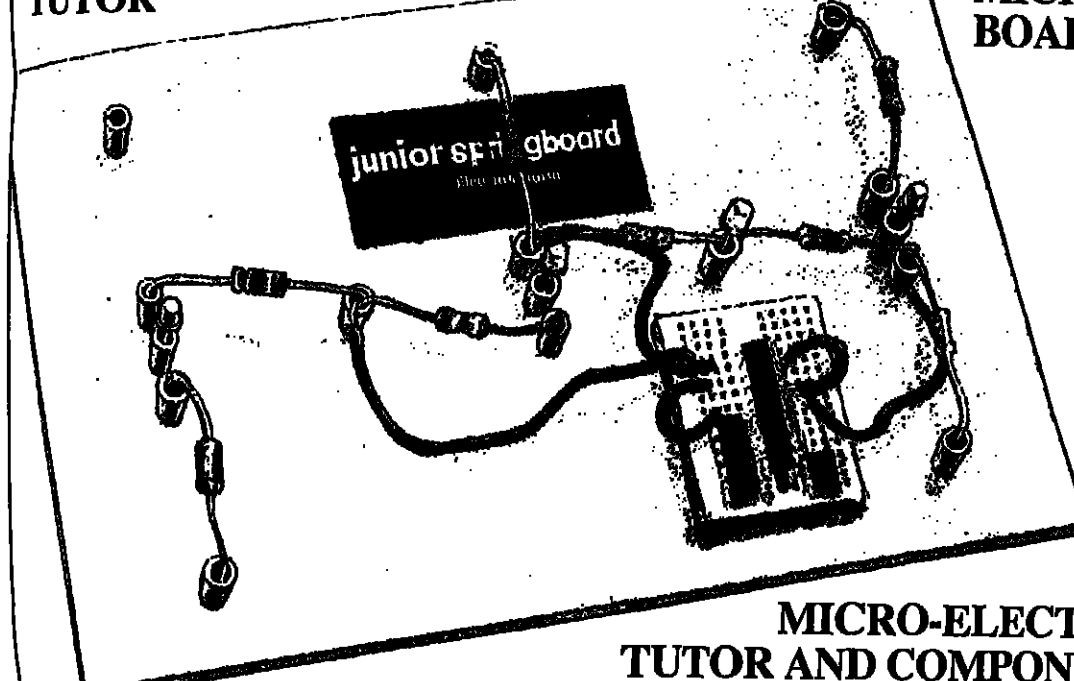
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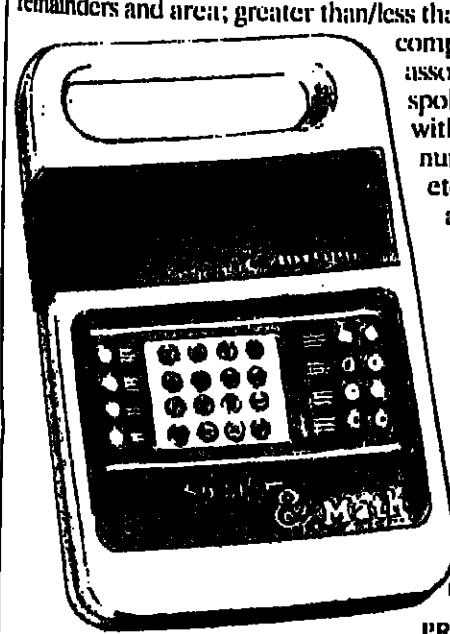
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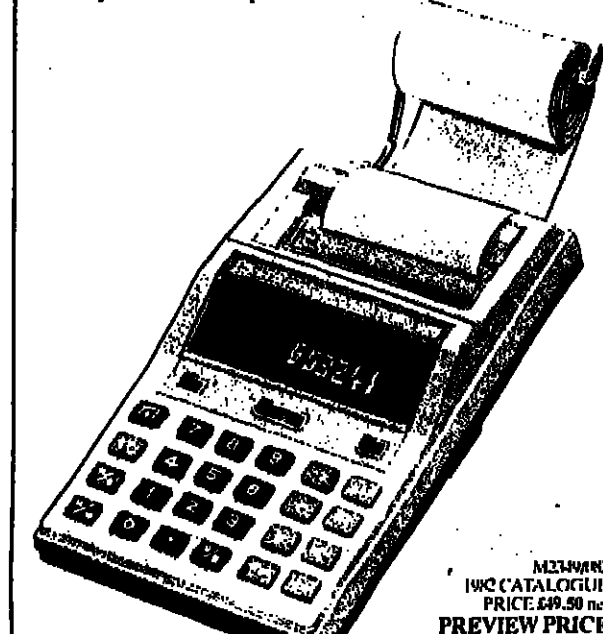
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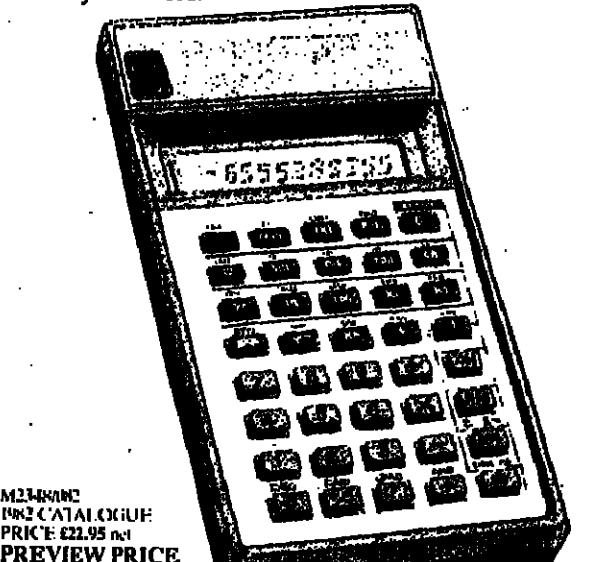
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Luring pupils to the library

School libraries would encourage more children to read if they stocked books based on films and television programmes and a selection of popular magazines, a report says.

The study, published by the Centre for Research on User Studies at the University of Sheffield, surveyed 60 pupils aged 13-15 and their teachers from 11 schools in Sheffield and Derbyshire over two years.

It says that while television is generally seen as a deterrent to reading books, some programmes stimulate reading.

Stocking the magazines that children normally read is another way of bringing them into the school library where they will probably go on to borrow the more traditional books, it says.

Young People's Reading

Richard Garner reports from the AMMA's annual conference

Cuts turn schools into 'shanty towns'

Pupils are already going to school in "shanty towns" because of the cuts in education spending, delegates were told at the Assistant Masters' and Mistresses' Association annual assembly in Sheffield this week.

Teachers revealed how school buildings had fallen into disrepair and pupils' lives were being endangered as they gave overwhelming support to a motion expressing "grave concern" over reports that the Government was planning to cut local government spending by a further £1,500m in 1982/83.

Mr Sidney Matthews, from Belle Vue Upper School, Bradford, and a member of its education committee said: "We have cut back our commitment to repairs and buildings to such an extent over the past seven years that the bill now stands at £15m."

In his own school, portable gas fires now had to be used to heat classrooms because the school could not afford to repair its heating system.

In another, Oldbury Wells, an 11 to 18 school in Bridgnorth, Shrop-

shire, part of a ceiling had collapsed only five minutes after pupils had left the classroom.

Dr Tim Lomas, a teacher at the school, said: "I think it would have put several children in hospital if they had been in the room at the time." The following day, after the classroom had been closed, another piece of the ceiling had collapsed.

Dr Lomas said that for several months beforehand he and his head had warned the authority about the roof and it whenever it rained as an emergency measure.

Mr Matthews went on to add that two schools which shared the same buildings in Bradford - Newby First School and Ryan Middle School - had been closed down before this term began because they had been considered unsafe by architects. Pupils were now being taught in a temporary school at the back of a youth centre - huts for which had been supplied by a neighbouring authority, Doncaster.

Mr Matthews added: "We've

already got pupils living in shanty towns."

Mr Edward Hartley, from Central High School, Manchester, proposing the motion, said that about half of local authority spending went on education so the figures currently being considered by the government would mean a cut of around £750m for the service. He said that if this was agreed, "next year we will see the disappearance of 100,000 jobs in education."

"Fifty thousand of these will be teaching posts, and 10,000 of those will be real redundancies," he added. These figures were based on papers presented to the expenditure steering group on education, which included representatives of the Department of Education and Science, the Treasury and local authority associations.

Mr Hartley accused Sir Keith Joseph, the Education Secretary, of giving "a masterly exercise of studied obscurantism, wilful humbug and gross futility totally lacking in any sensitivity" when he had addressed the conference.

Dr Michael Stevens, from Tulse Hill School in South London, seconding the motion, said that reductions in the pupil/teacher ratio would follow the cuts and have a "crippling effect" on the curriculum offered in schools.

He added: "Unless we fight and fight successfully against these cuts, we will be forced back to a situation where once again we are only teaching reading, writing and arithmetic but we won't be able to afford any books for our children to read, or buy any paper for our children to write upon."

The motion urged AMMA's executive to send a deputation to the Department of Education and Science to voice their concern over the proposed cuts.

Mr Ivor Thomas from Oxford, urged delegates to write individual letters to Cabinet Ministers protesting at the cuts, and the start of Tuesday afternoon's session was delayed while scores of delegates took away envelopes to send protest letters to Downing Street.

In brief

'Sniffing' advice

Teachers who discover pupils "glue-sniffing" "trips" should be sent to their members not to take action themselves as they may become liable to a lawsuit, says a guide issued by East Sussex Health Education Unit.

Apartheid warning

Leaders of the National Union of Teachers have issued a strong warning to their members not to take jobs in South Africa because of the country's apartheid system. A statement issued by the union said it would be endorsing its "no education system".

War pessimism

Half of the 358 students interviewed in a survey covering 30 colleges believe there will be a global nuclear war by the year 2000, the *Student*, the magazine of the NUT, reports this week. It also says the students would prefer not to live a nuclear holocaust.

Ex-leader dies

Mr Oliver Whitfield, a former president of the National Union of Teachers, has died. He was in his seventies. A teacher from the north-east, he was president of the union in 1966/67.

Drama move

The Drama Board, which makes the Drama in Education award, is to be wound up. The Royal Society of Arts is to take over its responsibilities and will be awarding a new Teachers' Certificate in Drama Education, which will add teachers to an extra year's salary increment.

Bank contest

Barclays Bank has launched a new essay competition for sixth-formers offering prizes of £100 each for the best 50 essays on specified topics. The competition is open to students studying for A levels or equivalent examinations in the United Kingdom who will be under 19 on January 2, 1982, the closing date for the competition.

Training threat

Britain's training system for the performing arts is threatened by local authority cuts in grants, a pressure group warned this week.

An information sheet published by ACE, in association with the Grahame Foundation, says many local authorities are considering abolishing or reducing their number in an attempt to reduce their expenditure on the arts. The sheet also says that the Arts Council of Great Britain is planning to be first in the firing line.

Job money

Britain is to get EEC grants totalling £100.5m support a wide range of projects. Nearly two-thirds of the money, which comes from the Community's social budget, will be used to help young people looking for their first job and much of it will go towards the Youth Opportunities Programme; £226,000 will be used to provide English lessons for immigrants.

Nuclear freedom

The concept of nuclear-free zones has been supported by the policy committee of the Association of Metropolitan Authorities.

Microchips in

Every secondary school in North Hampshire now has at least one microcomputer. After the last machine was switched on at Broomfield School, Wellingborough.

Alarm bells sound over slide in primary standards and status

An emergency resolution calling on the executive of the National Union of Teachers to conduct a survey of the deterioration in the provision of primary education in England and Wales, and to prepare a campaign in support of its immediate improvement, was passed unanimously at the beginning of a primary education conference at Stoke Rochford this week.

Mr Peter Griffin, chairman of the NUT primary advisory committee, told the national educational conference primary sector that the resolution had important implications for primary education. If pressed, it would affect the way the union conducted itself. The primary advisory committee, he said, had been hampered by financial restrictions: meetings of the committee had been cut to two a year and it was not possible to look with any depth at issues affecting the primary sector.

Mr Griffin expressed concern about the status of primary education: "The Government and local authorities have universally failed to take advantage of the golden opportunity presented by falling rolls to make any improvement in provision". The union had pointed out the dangers of falling rolls "but we failed to get the message across". He added: "The government and the local authorities have demonstrated their appalling ignorance of the total irrelevance of teacher/pupil ratios in containing the



changing organizational needs of schools. More and more primary schools "resort to the device of creating mixed age groups, not out of choice but from an undesirable necessity".

Cuts had also led to a criminal deterioration in buildings, fall-off in specialist teaching skills in many schools. "We need to be firmly convinced about what the community owes us," he said. "The union has been preoccupied with urgent secondary problems and with the 1981 Act. But now it is the time for primary school teachers to say that the primary school is the firm foundation and what the recession is doing is as important to these five-year-

Schools' role in change questioned

Schools are overrated as facilitators of change, Dr Eric Midwinter, of the Centre for Policy on Ageing, told the conference.

"The best indicator by far that we have of the eventual effect of the school system is the social background of the parents," he said.

Speaking on the conference theme, *The School and the Community*, Dr Midwinter told the audience that schools tended to rubber stamp the status quo.

"Technically, we have equality of opportunity in our schools around the country," he said. "But if we know the social composition of an area, we can tell within a small margin of error, what percentage of children are reading at the age of seven, what percentage stay on after school, and what percentage go on to university."

Quoting figures from two areas, Bromley and Sandwell, he pointed out that Bromley with a non-manual population of 63.1 per cent, had 14.1 per cent of its population at university. Sandwell with 23.4 per cent of its population non-manual occupations, only had 3 per cent at university.

Any input into these schools in terms of increased resources or better pupil teacher ratios, he said, made little significant difference to their output in terms of accepted academic achievement.

"We must accept, therefore, that the school is the weaker vessel. It is the community at large which dictates the education of the child and the school gets in where it can," said Dr Midwinter.

If schools are not sufficiently committed, he said, to the melting of their institutionalism into the community then they are badly organized and inefficient.

"We will not get the children on to the next plateau of educational improvement," he said "unless we improve the ability of communities like Sandwell to help the schools with what they are doing."

He mentioned three different ways this could be done. The school's curriculum must be more relevant to the needs of the community. The parents must learn to recruit, train and the teacher must learn to provide a service, rather than a syllabus. The family and children had to be seen as individuals.

'Open plan' blamed for putting staff under strain

Open plan schools were strongly criticized during the conference. In answer to a question from the floor on the report of the advisory committee for primary schools, Mr Peter Griffin, chairman of the committee, said the union's view was that open plan schools place a considerable strain on teachers who move to such schools from a traditional classroom.

He called upon the union to back a strategy of in-service education for teachers before they move into open plan schools and for a short time afterwards. This was necessary, he said, if teachers were to do their duty properly there. Certain new techniques, such as those of organization, had to be taught.

Intolerable stresses and strains were being placed on many of its members, Mr Bill Rippon, number one of the executive panel, said. They were placed in open plan schools with no preparation, many of these schools had been built not for their educational value but because they were cheaper. The architects' advice came from elderly educational advisors who had not seen the inside of a traditional school for years, let alone the inside of an open plan school.

"If the local authority determines that we should have open plan schools," he said "then that authority has the responsibility to see teachers working there have the correct preparation."

Contraction bites deep

Primary school teachers face serious problems from the effects of contraction, said Mr Jim Trodden, vice-chairman of the primary advisory committee.

He listed the problems facing the primary sector:

- Schools closing or amalgamating;
- Reduction of senior posts to which young and enthusiastic teachers aspire;
- Enlargement of the pool of protected needs and senior post holders;
- Pressure for voluntary redundancy through early retirement.

"It says much for the primary sector, that it carries on as well as it does," he said.

The 1981 salary document had made little impression on the primary committee, he added. Any improvement in salaries for primary teachers seemed somewhat remote.

Somehow the union must hammer out procedures which will give our younger colleagues the spirit of hopefulness we enjoyed in the years of expansion," said Mr Trodden.

Community contact wanted

The responses of parents and the community should be taken into account in any curriculum reappraisal that takes place within schools, Mr Geoffrey Elmore, HM Chief Inspector for Primary Education, told the conference. "We have not been very good at explaining to parents what we do," he continued. The community needed to understand the problems and complexities of what was happening in schools. "Every primary school needs to think about its curriculum and define what its rationale is."

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Image as 'leeches and bloodsuckers' must be killed, says outgoing president

Teachers must kill off the image that they and the education service are "leeches on the body politic" and "bloodsuckers upon an anemic host", Mr Roger May, outgoing president of the Assistant Masters and Mistresses Association, told the conference.

He said that journalists often went after stories about violence in the classroom "with an almost lascivious drool", but that teachers were maintaining "remarkably high standards of discipline most of the time and often despite considerable odds".

Mr May singled out STOPP, the anti-canning pressure group, for special attack saying he was fired of the group's "constant, hysterical claims that the country's schools are peopled with sadistic floggers".

"Whatever view you take about the rightness or wrongness of caning, the picture they so repeatedly paint is a gross travesty and a serious libel on colleagues with as great respect

for their professional responsibilities as they claim," he added. "I consider that all kinds of corporal punishment have become increasingly irresponsible and increasingly damaging to the very case they argue."

"I say to STOPP that if it wishes to be taken seriously - and the case against all kinds of corporal punishment - then they will conduct the argument with the intellectual humility, with the respect for those who do not share their position which alone will convince the majority of teachers of their case."

"They will not achieve that if their most obvious style of persuasion is to carry on the search for yet another school to pillory in the *News of the World*, the *Sunday People* or the *Sun* - none of them publications I am prepared to regard as the best media for serious debate."

Turning to youth unemployment,

Mr May said the present situation was "fast becoming intolerable," adding that all the Youth Opportunities Programme places in the world would never be a substitute for real jobs.

"I must say quite plainly that I worry deeply that from the perspective of a decade hence our present short-term expedients to deal with the problem of youth unemployment may seem as therapeutic as the issue of Elastoplast to the outbreak of the plague," he said.

He said it would be irresponsible to pretend that joblessness played no part in this summer's inner city riots. "I am not saying that youth unemployment will lead to riots. I am saying - with regret - that it will surely contribute to the climate in which civil disturbance of the kind we saw this summer is far more likely to repeat itself."

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Miss Barbara Hall, AMMA president

Union to donate cash

The union has donated cash given to it by the government for carrying out secret union ballots of its members to help in education.

The Assistant Masters' and Mistresses' Association always ballots its membership on union elections and, following government legislation giving financial assistance to trade unions to conduct ballots, asked for cash aid and was given £450.

Now its executive has decided to donate an equivalent sum to the National Youth Orchestra because of the way cuts in spending have affected music education over the past few years.

Miss Barbara Hall, the association's president, said: "We have announced this now as a tangible demonstration of our concern about these cuts."

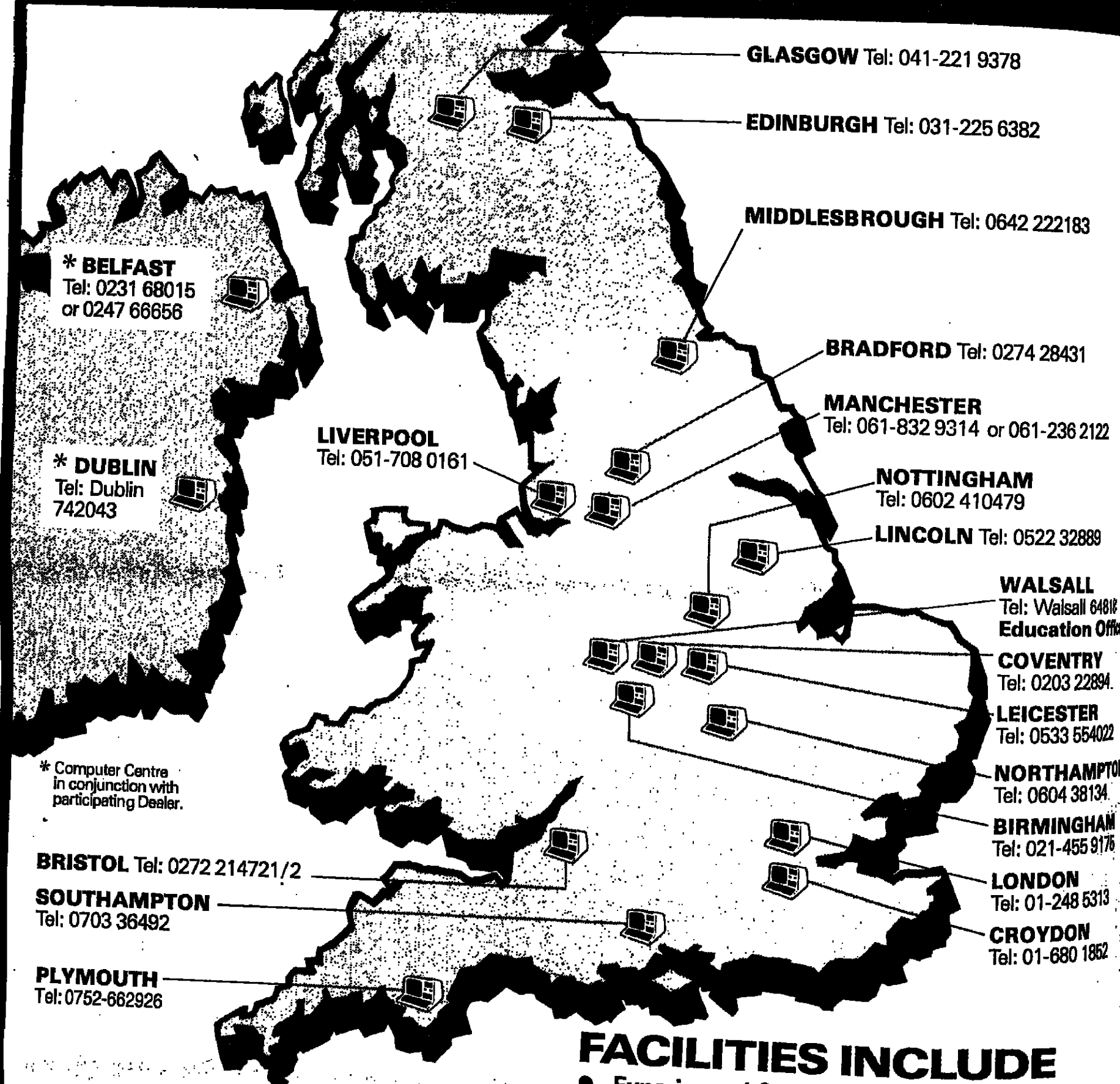
Earlier, delegates had passed a resolution urging the union's executive to investigate ways of ensuring that music teaching and instrumental tuition in schools could continue and expand.

Retirement at 50 wanted

Teachers should be allowed to retire at 50 with maximum pension benefits because of the high stress involved in the profession, delegates decided. They instructed the union's executive to press for premature retirement to be available for all teachers from the age of 40 with maximum benefits as applies in other professions considered stressful, such as the police and fire brigade.

Mr A. M. Birms, of Sacred Heart secondary school, Newcastle, proposing the motion, cited last week's TES article which showed that a quarter of all teachers were suffering from stress "or burnout or battle fatigue" as an example of the strain involved in teaching. He added that stress might show itself through absenteeism, quitting the profession, job dissatisfaction, violence or hysterics.

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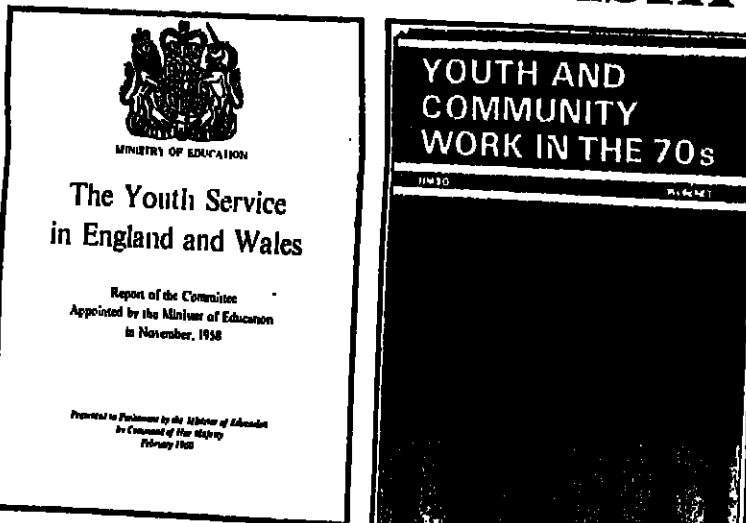
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How to save the young from the 'new illiberalism'

Great hopes are being placed on the Thompson committee, the DES-appointed inquiry which aims to find out just how the nation treats its young - and how it ought to. Here is a summary of the NYB's 50,000-words submission and recommendations.



Bureau's support role

The National Youth Bureau is a charitable trust which was set up in 1973 to provide a wide range of backup services to organizations working with young people. It is funded mainly by the DES but also gets money from other Government departments and from industry and foundations. Although the bureau's broad-and-butter work is providing information, carrying out research, and running training courses for field workers, it is also a forum for discussions on youth policies.

In the past few years, as unemployment and inner city tensions have fuelled the young, the bureau has increasingly adopted a campaigning role. The bureau's council includes representatives of most of the teaching unions, the local authority associations, and the TUC and CBI. One of its four patrons is the Countess of Albatross, who headed the Government committee whose report in 1960 helped to shape today's youth service.

Levels of skill, but is caused, quite simply, by the shortage of jobs. Housing is a growing problem for young people, youth workers have told the NYB. "There are thought to be a significant number without accommodation and very many more living in poor housing, temporary housing or constrained to live in the parents' home in difficult circumstances. Lack of adequate income disadvantages young people in competing for rented accommodation in the declining private sector; and local authorities make little or no provision for single young people, who are not in the categories of the obliged to house. Many councils will not put them on the waiting list for any housing which is set aside for let to other tenants - in high rise blocks, sub-standard older premises, or remote estates. Some young people try to get round these restrictions by early marriage or 'tactical pregnancy'."

Family: Studies and youth workers' reports show that home difficulties are an important issue for many increasing number who grow up in broken or unstable families. The bureau says that youth unemployment has not arisen as a consequence of poor education or low

climetary or no instruction in reception, and education as hygiene is not readily available, that unwanted pregnancies and incidence of sexually transmitted diseases are increasing among people.

Drugs: There are few accurate figures about drug use and misuse, but the use of a wide range of drugs is increasing, with more young people using them and starting at younger ages. Hard drugs are used by very small numbers, but the number of heroin addicts registered or referred to hospitals is increasing, and the use of addiction falling because heroin is becoming cheaper and more easily obtainable.

Alcohol use and abuse has been steadily increasing and after taking it is probably the single drug most used and abused by young people. Field workers generally agree to glue sniffing has been developing rapidly among teenagers. Cannabis is widespread use by the older groups, particularly students at those in some other youth subcultures. "There is now the normal use of cannabis or glue just as there is the normal use of alcohol by others... Young people share that wider society is both contradictory and hypocritical about issues of drug use."

Advocate... broker... coordinator... representative... These are the roles that the youth service should play in relation to the young, the bureau. Instead, it says, the service continues too often to behave as an agency trying to control them on behalf of society.

The bureau describes the youth service as a "complex and organic institution, a partnership of statutory and voluntary organizations. It is currently staffed by about 300,000 paid and unpaid time workers and 3,500 full-time workers, who because they are so few often have little direct contact with youngsters."

The service itself is responsible for



Most of the creativity, drive, and energy in our society resides with those who are younger

only a relatively small part of a provision for young people: related provision now occurs in schools and colleges; the careers, educational, welfare, social, probation, and leisure and welfare services; in community work, by the police, the Manpower Services Commission, and, minimally, in health and housing. The most notable government funded growth areas in the past decade have been the youth programmes of the Manpower Services Commission and intermediate treatment paid for by local authority social services departments.

Although some of this provision may seem similar to that of the youth service, there are often big differences in the aims and methods. There may be overlapping or competition and there is in most cases lack of coordination. At central government level the division of provision between departments and the fact that the DES and the DHSS avoid responsibility in the name of local autonomy stand in the way of coherent youth policies and allocation of resources.

Although the three organizations, with specific responsibility for coordination at national level, the British Youth Council, the National Council for Voluntary Youth Services, and

Saving the young

The NYB itself - now work closely together, there are only weak and patchy structures for coordination at local level. Local authority youth subcommittees where they exist have a narrow remit and little influence, and there are fewer than 30 reasonably well established youth councils or forums in the whole country. A great deal of mistrust still exists between the statutory and voluntary sectors, and undermines the effectiveness of the partnership in many areas.

But the bureau makes it plain that the failure of the service, to remain relevant to the vast majority of young people above school age is, in its view, rooted in more fundamental matters than the structure and organization.

It says: "Within the area of philosophy and policy three issues emerge... First, there is no systematic and unambiguous policy made explicit and laid down for the service. This does not mean that there is no policy however, for it is clear that policy boundaries do exist, but they can only be identified when they are transgressed. In these cases the transgressors are left in no doubt



Delinquency is a normal, episodic, and usually unimportant feature in the lives of most young people

that they have stepped over the invisible line by the nature of the subsequent retributions. However, the fact that the line is invisible leaves the service uncertain and confused and this leads directly to the other two issues. The second is that the service is clearly at times bitterly divided as to its purposes. The 'received dogma' of a universal leisure service with broad educational aims remains largely intact yet conflicts sharply with those who argue for a service that meets the needs of groups of disadvantaged young people and clearly relates to the issues they face. The third issue, which also arises from the 'absence' of policy, surrounds the question of whose interests the service represents. To the extent that it claims to represent the interests of the wider society then it must exert a controlling function over young people. If it stands for their interests then it performs a liberating function encompassing social change and personal development - but for how long before it conflicts with other powerful groups with different interests? In reality the service sits unhappily between the two camps and sometimes loses credibility with them both."

The evidence reaching the bureau suggests that most youth service provision has not progressed beyond the model recommended by Albatross of assisting personal and social development through leisure time activities which assumed acceptance of cultural and social institutions - "and much may still be short of that". The bureau says: "Considerable, now traumatic, changes have taken place in society, and it is now very different from the society which was the context of the review group's two

THE NATIONAL YOUTH BUREAU'S EVIDENCE TO THE THOMPSON COMMITTEE MARK JACKSON REPORTS

Surprise shake-up delights lobby

The Thompson Committee was appointed in January to report to the Education Secretary on youth service provision in England, Wales was left out by an oversight.

The review represented the fulfilment of a pledge by the Government last summer to appease backbenchers angry at its obstruction of a Private Member's bill which would have compelled all local authorities to set up a proper structure of the youth service.

The narrow terms of the committee's remit suggested that it would be little more than a bureaucratic exercise, particularly since its chairman, Mr Alan Thompson, pictured right, was a former civil servant.



But Mr Thompson, who retired from the DES as a deputy secretary one rung from the top last year, soon made it plain, to the scarcely concealed embarrassment of Ministers, that he intended to carry out a sweeping investigation into the whole position and treatment of the young in society. The youth organizations have been delighted and encouraged by his energy and his readiness to use unorthodox methods to find out what young people really want.

The committee is due to report next summer, and Mr Thompson is determined that its findings will become a landmark in the development of a successful national youth policy.

predecessors" (Albatross and the Milson-Fairburn report, 1969).

It maintains that many of the issues which it has highlighted as affecting young people's life chances are demonstrably political, and that "the consensus model of society on which the recommendations of Albatross and Milson-Fairburn rested is no longer valid. It says this view is supported by signs that the youth service has even less contact with young adults now than when the recommendations were made.

The bureau says that its first overriding conclusion is that tampering with the present formula is not for these it should concentrate on providing social education. And that, in the current context, means, primarily, political education.

"This means making it possible for young people and youth workers and others to engage directly in the political process, and maximising the extent to which young people and youth workers determine how resources are used, be accountable for

those uses, and press for more. "We believe that only when this is done will the service be providing the sort of opportunities and experiences which, in the future, can give credibility to its philosophy and claims, and, more importantly, give it credibility in the eyes of young people." A large part of the bureau's 64 recommendations, which are summarized on the opposite page are devoted to securing this switch in the orientation of the youth service's work.

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If it stands four-square with young people... how long before it conflicts with other powerful groups?

to young people is organized around coercion, compulsion, and punishment."

The bureau does not attempt to persuade the Thompson committee that the youth service is free from blame in this process. It looks at the main problems facing the young and the way the service, among other institutions, has responded to them; and makes extensive and detailed criticisms of its philosophies and practices. But in its prescription for a new set of policies and provision for young people, the NYB sets out a central role for an expanded youth service, better trained and resourced, and with an unambiguous commitment to serve the interests of the young, rather than that of an adult society which wants to control them. In examining the issues which it considers of paramount importance to many young people, the bureau stresses that it does not take a catastrophic view of the position of young people as a whole, and does not regard adolescence "as character-

The main recommendations

- The main points of the NYB's recommendations are:
- The youth service stay part of the education service, with social education for the 15 to 19s as its 'central endeavour'.
- The service should be made accountable to young people and machinery established for them to participate in controlling its facilities. Participation by young people in youth activities should remain absolutely voluntary, but local authorities should have a statutory obligation to operate a youth service to national standards.
- The service should act as broker between young people and other services, and represent their interests vis-a-vis the judicial, police, and welfare systems.
- The DES should be redesignated the Department of Education and Youth Affairs, with a full-time junior minister for youth affairs.
- Youth service provision should be used to discriminate positively in favour of the unemployed and should give higher priority to young people who are disadvantaged, have special needs, or are in trouble with the law.
- The youth service should continue to participate in its own provision for the young unemployed alongside YOP.
- Some of the money for youth provision now channelled through the Manpower Services Commission and other departments and services at national and local level, should be given to the youth service.
- High priority should be given to establishing a unit to develop a social education curriculum to include information, counselling, advice and support; and in addition should be set up.
- Leisure and recreational facilities should continue to be a major element of youth service provision, but 20 to 24-year-olds should be recruited into the service as active helpers.

Staff 'left out of college decisions'

College democracy is more apparent than real. In most colleges and polytechnics power is still concentrated in the hands of the few, in spite of the semblance of staff participation, according to the National Association of Teachers in Further and Higher Education.

Only a third of the 171 colleges replying to a union questionnaire said they had an academic board which they consider gives staff effective participation in academic matters.

Although 131 of the colleges had an academic board determining policy, only 77 branches felt their board actually determined policy.

Most branches which felt their academic board did not determine policy, said this was because principals and directors manipulated boards by producing late agendas, pre-fixing policies, and even applying "poetic licence" to the writing of minutes.

One branch responded: "Where serious debates have been presented, free and open discussion has not been possible since most members of our board are too acutely aware of the powers of patronage (and punishment) available to those whose views they may wish to disagree with (or alter only slightly)."

Some branches reported that the membership had become so disillusioned with their academic board, that the branch had decided to boycott it.

A few of the colleges without an academic board reported the existence of some form of consultative council, but NATFHE is urging these branches to encourage the setting up of boards "as a matter of urgency".

Murray to speak at rally



Mr Len Murray, general secretary of the Trades Union Congress, will address the opening rally in London of a week-long campaign for higher education next month.

The campaign, which is being organized by NATFHE, the college lecturers' union, aims to draw the attention of local authorities, members of Parliament and the public to the plight of higher education in the face of cuts. NATFHE wants to place special emphasis on the public sector's contribution to industry and the community.

The week will start on Tuesday, November 24, with a rally in the Conway Hall, Red Lion Square. Activities, which include a reception for MPs at the House of Commons, will culminate in a conference in Manchester and a rally in Birmingham on Wednesday, December 2.

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School to work Daly of the Yard is on the school trail again

Edited by Mark Jackson

Daly of the Yard is out to repeat the biggest coup of his detective career - getting thousands of schools pupils and other young people to volunteer to answer his questions.

The former detective sergeant is openly offering what, in other circumstances, might seem like quite irregular inducements - trips to New York and a stay in a luxury hotel - to those who answer the way he wants. But it's all in the cause of law and order, and has the approval of a prominent QC.



'New York's no place for a law-abiding citizen, kid' and £1,000 worth of video equipment.

Mr Daly, who retired prematurely last year as a result of a serious rugby injury, has set up a new charity "to advance the education of young people in law and order and to encourage them to become law-abiding citizens." His principal method - and the only activity planned so far - is a competition in which youngsters have to choose between true and false statements about community relations, road safety, and crime prevention. Private well-wishers, including Laker Airways and the owners of New York's plush Waldorf Astoria hotel, have provided the prizes of five transatlantic trips

London schoolchildren. This anyone under 18 can enter, and a special drive is being made in schools throughout the country. Thousands have already been sent to the competition.

Only four of the trips will be used as prizes for youngsters. The other place will go to the teacher of the class which completes a winning project associated with the competition: the school will get the video equipment.

Mr John Mathew, QC, is chairman of Mr Daly's trust, which is calling the National Youth Foundation, and supporters include Mr Henry Cooper, the boxer, and Mr Roy Castle, the entertainer. Mr Daly's public relations consultant says that Scotland Yard has specially accelerated his pension so that he can get down to the project. Neither the National Youth Bureau nor the National Council of Voluntary Organizations knew anything of the venture this week. The public relations firm said that they had not yet got around to contacting any established youth organization.

Give schools a role in training plans

A further objective should be added to the Government's proposals for a reform of the training system, says the National Council of Voluntary Organizations: preparing school pupils for working life.

The council puts forward the idea in its response to the Manpower Services Commission's consultative paper on the proposals, "A New Training Initiative". It says that although the paper recognized the need for such preparation, it does not give it enough attention.

"Schools should expand those activities in the pupils' last two years of school to equip them for the realities of adult and working life, which enable them to participate more fully in decision making, and which give them a basic knowledge of their NCVO, and suggests that this should become a major, if not the major, concern of the Schools Council and its equivalent in Scotland.

The council says that the core of the document is its objective of providing vocational preparation for school leavers, and welcomes its clear commitment to expanding education and training opportunities for all 16-18s. But it wants the Government to make clear that this does not imply the removal of all the age group from the labour market - an ambiguity in the proposals which a number of youth bodies and other organizations have already referred to in their comments to the commission.

The NCVO proposes that this objective should be amended to spell out the right to education and training while at work as one of the options for youngsters.

The council says that the development of provision for the age group as a whole should take account of existing patterns of education and training in schools and in sixth form and further education colleges and in new forms of provision which would combine elements of the Youth Opportunities Programme and the Unified Vocational Preparation programme for young workers. It warns that these, "the new FE", could become the tertiary equivalent of the secondary moderns - an educational ghetto for those not selected or who do not choose to enter full time.

The NCVO admits that it is not clear how this danger can be avoided, but says - although it wants education and training programmes planned through local machinery in

Attention is turning to adult jobless

The consensus among politicians of all parties and most other groups that the young should be a priority in Government measures to help the unemployed is beginning to weaken.

The plight of the long-term unemployed is being seen in an influential quarters as more desperate.

Plans to set up an adult version of the Youth Opportunities Programme - discussed among senior officials of the Manpower Services Commission three years ago but shelved after the change of government - are being looked at again.

A report setting out some ideas for such a programme was put to the last meeting of the special programme board.

Sir Richard O'Brien, the commission's chairman, told the members that they need not take too seriously its references to the possibility of offering adults spells of work experience with employers.

Members assured him they were not going to. But they were interested in a proposal to open up the possibility of opening up YOP-style training workshops for unskilled adults.

Mr Roy Jackson, the TUC education secretary, told the National Youth Bureau's annual general meeting last week that priority was in any new special employment measures would have to go to the long-term unemployed, who would soon number a million.

"Priority should be given to the young in education and training, but it has to go to the long-term unemployed when it comes to creating jobs," he said.

Republic of Ireland/John Walsh

Caning is officially banned

DUBLIN: Corporal punishment is to be officially abolished in Irish schools. The Government has decided. The decision is in fulfilment of election pledges made by the ruling coalition parties.

Although no longer practised widely, corporal punishment is still used in some primary and secondary schools. It is not permitted in vocational/technical schools which are run by local education authorities.

The Education Minister, Mr John P. O'Donnell, told teacher unions and managerial interests of the decision

last week when he asked them for their views on alternative methods of punishment. He said there was no going back on the decision which would be implemented in the "reasonably near future".

It is understood that primary teachers objected to a change before there was agreement on alternatives. Their union - the Irish National Teachers' Organization - also called for the provision of more back-up services, in particular psychological services, for the schools.

The Minister said he was not sure

that a set of guidelines needed to be handed down by the Ministry to schools, which might best work out their own solutions.

Asked if sanctions would be applied against teachers who continued to use corporal punishment after it has been officially banned, the Minister said that the law of the land would apply in such cases. Corporal punishment was permitted under official rules at present, but once these had been changed the law could come into play where teachers still slapped or caned children.

United States/Deborah Kasouf

Looking for excellence

WASHINGTON: The National Commission for Excellence in Education, meeting for the first time in Washington this month, has been called upon by Mr Terrell Bell, the Education Secretary, to find ways to halt "an alarming, persistent decline in the quality of education" in the United States.

"This commission is being convened at a time when there is a great deal of concern and urgency about American education," Mr Bell said. "Many are wondering what we might do to enhance the quality of learning in this country."

The federal panel, created by the Reagan administration in September, will spend the next 18 months comparing American schools and colleges with those in other countries, highlighting superior school programmes, and holding regional hearings across the country to promote high levels of education.

The commission's recommendations will not involve increases in federal spending for education or the development of national standards of educational achievement, according to Mr Bell, who reaffirmed the Reagan Administration's philosophy of less federal involvement.

"How much money will be spent on improving education is up to the states. The Tenth Amendment (of the constitution) delegated responsibility for education to the states."

Four reports must be to the American educational community, not - heaven forbid - to the federal government, he said.

Pointing to a "disturbing trend" in secondary schools away from foreign languages, science, and mathematics, and toward more elective courses, Mr Bell placed part of the blame for that trend on colleges and universities because their standards for admission have an "important impact" on secondary curriculum.

Reflecting the Administration's concern over this trend, the commission, whose 18 members were chosen by President Reagan, includes spokesmen for foreign language and science education, such as Nobel prize-winning chemist Mr Glenn Seaborg.

"The people of the country welcome a discussion of these issues," Mr David Gardner, president of the University of Utah and chairman of the commission, said. "There is a measure of receptiveness and readiness."

The commission will meet a minimum of four times a year, initially, it will probably outlive the Education Department itself, which is scheduled for abolition sometime next year.

"I hope we rock a few boats," a commission member Mr Albert J. Quie, Governor of Minnesota, said. "If there's some shock quality changes, it will help bring about some changes."

Mr Bell said that the panel will identify and publicize successful teaching methods in an attempt to persuade state education agencies, local school boards, and their superintendents to raise standards. "This is the highest priority that we have in the Department of Education," he said. "This is an endeavor of enormous significance."

Italy/Rita di Giuseppe

Scholars attracted to 'the meal ticket'

VERONA: Italian universities have a total population of more than one million students, however not more than one third of this total actually attends classes and takes exams, according to recent surveys.

The other students are made up of either part-time workers who are apt to abandon their studies for a full-time job, or those who try to both study and work, sometimes taking as long as 10 years to achieve their final degree.

One third of the million students registered with Italian universities hold full-time jobs.

Allied to this is a curious indifference towards choosing an area of study. This is partly because of a serious lack of orientation programmes and counselling, and partly due to the non-availability of courses in some areas. But there remains a good slice of the university student population which appears to choose its faculties by flipping a coin, since the main purpose of registering with a university is the acquisition of a student pass, otherwise known as "the meal ticket".

For the modest sum of £40 per year anyone with student status can have access (among other things) to three course meals, wine included, for about 23 pence, six days a week.

Commuters, especially, are attracted to higher education, and university cafeterias are crammed with office workers who live out of town or who get home for a meal.

These "vintage freshmen", some of whom already have a university degree, would otherwise have to spend £3 to £5 for an equivalent meal in a restaurant.

Yet the Government recently decided not to levy an added tax of between £100 - £700 per annum on students over and above the flat tuition rate. The tax would have been applied according to income but the proposal was dropped from an Act which recently put up all state university tuition fees.

Legislators realized that the application of such a law would be too difficult: apart from the enormous extra work load for local revenue offices, which are already strangled with a backlog, the possibilities of getting round the law were many.

Even taking the recent modest increases into consideration, however, Italy's tuition fees are among the lowest in the world. The country is attracting students from every corner of the globe, all of whom find that after having paid for travelling, room and board, tuition and text books, they are still getting a bargain.

Belgium/Rory Watson

Handbook plugs the gap

BRUSSELS: Anyone interested in studying abroad will find invaluable information contained in the latest edition of the European Commission's *Student Handbook: Higher Education in the European Community*, regarded as the EEC's best seller.

The third edition, of 56,000 copies in all Community languages, is intended to plug the information gap on courses in other EEC countries. At the moment only one in 200 Common Market students follow higher education courses abroad.

The handbook contains a wealth of detail on other countries' education systems, surveys of the courses offered, addresses of colleges and universities, conditions for admission fees, grants, social security, and accommodation.

EEC officials point out that, given the work involved in the compilation and the information contained, the price charged is merely a fraction of the book's commercial worth. Every higher education institute in the EEC receives one free copy per 200 students.

A further scheme to increase higher education mobility is the annual commission award for joint programmes of studies, which encourage interdisciplinary and intercountry link-ups between colleges. Ninety such programmes worth £150,000 have just been announced. One hundred and forty nine British institutes are now involved in the scheme.

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'We'll deport you' pay row strikers told

SALISBURY: The Zimbabwe Government has been locked in a pay dispute with teachers which has led to about 450 being arrested, more than 100 dismissed and which raises the prospect of further unrest.

By the end of last week there had been a return to work, but after five days in which tempers rose as the Ministry of Education and Culture at first attempted to ignore the strike and then retaliated sharply there is the possibility of further classroom disruption.

Expatriate teachers, mainly Britons and Australians, have been warned by Mr Dzingai Mutumbuka, the Minister of Education, that if they did not return to work their contracts would be terminated and they would be deported. One young British woman faces charges stemming from statements allegedly made to a demonstration.

The dispute arose from pay scales which have not been adjusted since Independence last year, in spite of assurances by the Government, faced with burgeoning black aspirations, that a new scale would be introduced 10 months ago.

Trouble started in the primary schools in Salisbury which cover the

first seven years of education and where experienced teachers are particularly incensed at what they see as the stagnation of their earning power compared with the rates for recently recruited teachers who by and large are assigned to schools in the rural areas.

Their grievance - that pay is not matching the increasing cost of living - is one commonly held by public sector employees and their strike coincided with a stoppage by nurses.

More than 1,000 primary school teachers demonstrated outside the headquarters of the Ministry demanding that Mutumbuka come out personally to hear and answer their case. The Minister refused and urged them to return to work.

The following day, in the course of a similar demonstration, police swooped and arrested about 250 strikers under new regulations governing political meetings.

The detainees were driven in open trucks to a suburban police station. When secondary school teachers heard about the arrests they walked out in support and joined the continuing demonstrations.

The 250 were released the same afternoon without being charged but



Police take the striking teachers into detention

that night the Government warned that any further demonstrations would be countered by arrests and prosecutions.

That did not prevent the strikers gathering again the next day and although nobody was arrested in Salisbury the Ministry followed up its earlier warning with a threat to dismiss all those who did not return to work the next morning.

Meanwhile, the strike had spread to at least five other urban centres and 195 teachers were arrested in Gatooma, charged and given sus-

pended fines, while in Marandellas about 10 were dismissed for failing to return to work.

The prospect of potentially serious confrontation between the strikers and authorities in Salisbury was averted, possibly by a tough speech by Mr Robert Mugabe, the Prime Minister, who told the teachers that there were other groups in the country with more deserving cases than theirs.

A mass demonstration failed to materialize and the strikers said they would return to work for a week.

Nazi ghost over private schools

BONN: An attempt by a Social Democratic state government to induce subsidies to private schools triggered a bitter debate in Rhine-Westphalia, proposed to a series of earlier attacks on such institutions by Bismarck and Hitler.

The row erupted when Johannes Rau, the Social Democratic president of the state of Rhine-Westphalia, proposed to induce state subsidies to private schools next year from 94 to 99 per cent of their operating costs.

Opposition Christian Democrats accused Herr Rau of trying to drive the private schools out of business in order to make the comprehensive which he backs more attractive.

The conservative newspaper, *Westf. Volks-Zeitung*, quoted Father Berthold, director of the Salesian school in the Eifel district at Bad Neuenahr, as saying: "I was a very schoolboy here when the closed our school in 1940. I know that I hurt some people when I said this, but I would be very sad if I were to experience a second expulsion. The motives today are different than then, but the effect would be the same."

Herr Rau said he had been misunderstood. He does not want private schools to have to close, he neither does want to cut the budget in a time of economic stagnation.

Private religious schools opened by Catholic orders have a long tradition in West Germany, particularly in the Rhineland. But the Protestant churches also operate some private schools, as do individual educators or their successors such as the Waldorf schools, established by followers of Rudolf Steiner.

Napoleon closed the schools during his occupation of the Rhineland. Bismarck cancelled state support to Catholic schools in 1875. And from 1938, Hitler closed all of the private schools, pushing his own system for educating a Nazi elite.

The private schools reopened after Hitler's fall, and the men who were West Germany's basic law in 1949 included in it article 7, saying that "the right to establish private schools is guaranteed".

As private schools are subsidised for state or municipal schools, they are entitled to state support. To ensure equal opportunity, a private school may not charge fees, but must accept pupils only on the basis of their scholastic qualifications and religious philosophy. However, parents of pupils accepted by private schools are encouraged to join and contribute to voluntary associations organized to support them.

Defenders of the private schools say they generally offer a better education than do the state-operated schools. State officials say they are neither better nor worse, but supply different subjects.

But they have become increasingly popular in the industrial Ruhr and Rhine districts, where a growing number of West German parents try to place their children in private schools in order to get them out of state-operated school rooms where they study with large numbers of pupils and other foreign-born pupils.

"It is unfortunately true that many Protestant parents would rather have their children learning Catholic catechism than sitting next to a Jewish child," one official said.

State-operated schools cannot teach only until midday, but private schools offer day-long instruction and supervision, an added attraction when both parents are employed.

In North Rhine-Westphalia, the state has been paying each of 372 private schools 94 per cent of their operating costs, and Baden-Württemberg, the state pays each a certain amount per pupil, and negotiated amounts to subsidize construction.

Fair marks

Sir, - I hope that your readers found Bob Doe's account of the Joint Matriculation Board's Annual Conference, which was held this year at Newcastle upon Tyne, of interest (October 16). The JMB is certainly very anxious that all teachers should be aware of how JMB examinations are run, whether or not they individually play a direct role in them.

There were, unfortunately, two points in Mr Doe's report which may lead to some misunderstanding. He wrote of grades being awarded to a system of fixed percentages (the top 10 per cent get an A, the next 25 per cent a B and so on). This account is misleading with regard to both O and A levels. At both levels the key grades are established by the process with Bob Doe described only in relation to the "pass/fail boundary" i.e. by the judgement of the examiners based on their experience of the standards applied in previous years and the statistical information about the distribution of marks, comparative levels of performance provided by the Secretary, together with background information about comparative standards in previous examinations, and the national percentage guidelines. The boundaries A/B, C/D and E/U at O level and B/C, C/D and E/O at A level are all established in this way. Only the intervening boundaries are drawn on a proportional basis.

The teacher quoted by Bob Doe as claiming that candidates offering German are treated unfairly and that on average awards in French are about three quarters of a grade higher than in German could not have been referring to the JMB. To take the last two years, the percentages of candidates gaining C or better in O level French were 64.4 in 1980 and 63.7 in 1981. The equivalent percentages in O level German were 64.4 and 65.1. In terms of average grades, both subjects worked out at a mid grade 'C' in both years.

C. VICKERMAN, Secretary to the Board, Joint Matriculation Board, Manchester.

Sir, - I was interested to read Bob Doe's report on GCE marking procedures and how far Boards will go to ensure fairness. My experience as an English A level examiner leads me to believe that fairness, even when following guidance procedures, does not always result.

The main method for harmonizing the work of individual examiners is the standardization meeting. There specimen scripts are distributed and after explanation or discussion a mark is determined.

This summer it became clear to me, after having been conducted through a number of scripts, that length of answer was important. Despite requests to approach each script with an open mind and to credit the structure and style of an essay, the seemingly vital criterion was length. If the candidate stuck to the subject, the longer the answer the more marks would be awarded.

Knowing the circumstances under which most exam scripts are marked, by teachers at the end of a full working day, I don't doubt that in many cases length of answer carries an overriding value. What this means is that the candidate who practises his art in the way Dickens practised his art is favoured over the one who spends time reflecting, ordering and purposely excluding, who in effect works in the T.S. Eliot mould.

This experience has affected my work as a teacher. To examinees who complain they can't write everything they know about Othello's love for Desdemona I no longer say "no, you must select" but "no, but you must select". And I'd advise other A. D. ADAMS, 12 Grove Road, Havant, Hants.

16-plus: optimism for some but alarming note for others

Sir, - I find the tone of many of the comments by Henry Macintosh in the article "16-plus: naught for comfort" both alarmist and misleading. In a short letter I can only take issue with his last point: "he more 'external' and closed in its operating principles in that teachers will act primarily as hired hands and not as an integral part of the decision making process".

I can see no reason why teachers involved in the working of examining boards should suddenly be deposed to the status of "hired hands" with the introduction of the new 16-plus. Since 1975, I have been involved in the work of the JMB as a member of the Board and Examinations Council and I represent North GCE on the working party set up to discuss national criteria in history. I have observed that teachers are now playing an integral part in the decision making process for the new 16-plus.

Two teachers share the chairmanship of the GCE and CSE Boards Joint Council, one of whom is chairman of the JMB Examinations Council. Practising teachers are in a majority on the history working party. Teachers are involved at all stages of the work of the JMB and there is a preponderance of school teachers on the Examinations Council, Preparatory sub-committees and among the examiners. I am confident that teachers will continue to have the major role in the work of the Northern Examinations Association, i.e. the new examining group for the North of England.

It is true that teachers devising board-based and school based examinations will be guided by criteria determined both nationally and locally, but these criteria will be the result of decision-making processes in which teachers are playing a major part. We must remember that these criteria are intended to assist towards promoting comparability and ensuring public confidence in the

new examination. I would urge teachers not to be pessimistic about their future in the 16-plus but to make a positive effort to involve themselves in discussions and comments that are now being required on working party reports on national criteria.

PHILLIPA REVILL, Headmistress, Streteford Grammar School for Girls, Edge Lane, Streteford, Manchester.

Sir, - Having held a science department meeting on the subject of 16-plus the evening before publication of *The TES* October 16, I found that the Platform article by Henry Macintosh read like the minutes of our meeting. We are greatly alarmed by the 16-plus proposals although not yet despondent (that will come if they are ever implemented in their present form).

The proposals are very regressive and if teachers do not protest at their nature they will be accepting responsibility for some devastating educational and social implications. The main incentive for teachers seems to be that there is no further need to worry about curriculum change as the curriculum content has been standardized at 20 years out of date. As an example one of the aims of 16-plus physics is stated as "to provide a basic knowledge and understanding of the principles of physics which are desirable in a technologically-based society" but in the minimum core of content not one mention is made of electronics, microelectronics or computers.

The second incentive to teachers seems to be that they could restrict their assessment problems to sitting the pupils down for a final written exam. The overriding consideration in the draft proposals is not with assessment techniques but with ease of moderation. The proposals state "oral examinations in physics are in-

appropriate since there is no means of control of moderation" also "practical skills can be assessed by means of a written paper" and that candidates would be needed "to write extended answers in coherent prose". No one would argue that a physicist needs to be able to communicate his knowledge but is it really the case that oral or practical communication has no value?

The divisiveness that Henry Macintosh mentions must sadden most teachers in that the schism of the present system is likely to be strengthened so making 40 per cent of our population classed as unexamined.

The consultation process is extremely limited and the correct channels are more likely to be known to those more preoccupied with classifying children rather than teaching them. I would hope that you would allow the correspondence columns of *The TES* to be a further forum for comments on this vital subject.

E. W. NEEDHAM, Head of science, Foxwood School, Brooklands View, Leeds.

Sir, - Readers of *The Times* publications expect and usually get high standards in accurate reporting. It is therefore astonishing that in your page 2 report of Sir Keith Joseph's conference speech (October 16) you state that he made: "... some tentative passes in the direction of vouchers. But even as he did so, he stilled the cheers of the Party faithful by acknowledging that it was likely to prove a dead end for him as it has for other enthusiasts faced by the realities of administration, finance and the powerful interest behind the status quo."

If you will allow me to quote his actual words, readers will be able to judge for themselves whether I am justified in contending that your report was grossly misleading.

Sir Keith said: "... There are very great difficulties in making a voucher deliver in a way that could commend itself to us. It is now up to the advocates of such a possibility to study the difficulties, and they are real, and see whether they can develop proposals which can cope with them."

MARJORIE SELDON, The Thatched Cottage, Gooden Green, Sevenouks, Kent. More letters page 20

Carl Slevin reports on the political row in Malta following the decision to reintroduce the lyceum



Dom Mintoff (left) faced with fall in standards changed his schools plan for Malta.

Selection returns as a blow to socialists

The Government's next move came in 1980 when it attempted to force the private schools to join the state system and to give up charging fees without itself assuming their costs. An attempt to persuade the church to make up the difference was rejected by the Archbishop of Malta.

The Government therefore switched its policy again. In the Malta

Development Plan 1981-85, published last August, it stated that "although secondary schools will remain comprehensive, efforts will be made to give high ability students the chance of developing their potential to the fullest possible extent in special schools". This has meant establishing two junior lycées (with separate sites for boys and girls) modelled on their former namesake,

to compete with the private sector. These opened last month.

Criticism of the scheme concerns the entrance examination, recruitment of staff, and working conditions.

The Government decided to select pupils for all forms in the lycées in the first year, rather than choosing one or two of the youngest forms and building up gradually. Demand for the facility they were offering was enormous and just under 9,000 pupils applied to sit the entrance examinations.

The intention was to select 300 for each form but when the examinations were marked, it was discovered that while the lower forms could be filled, there were far too few successful candidates for the upper forms if existing standards were to be maintained. As a result the Government changed the marking scheme from a numerical to a letter grade system which allowed them to fill the places without admitting that standards had been lowered.

There have been a number of problems connected with recruitment of staff and working conditions. These include the appointment of an education officer as head of the boys' lyceum without following the normal competitive application procedure, and an attempt to increase teachers' hours.

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Letters continued

Sir, - Yesterday I was at a parents' meeting. I have a pupil who is a promising linguist, and who would dearly like to use her languages supportively, possibly with economics. Her parents have examined the prospect of every leading university; not one, according to them, can offer economics with languages. This does not surprise me for my own son hit the same problem at his chosen university; he was the only student actually to want French as a supportive subject to geography. I know the polytechnics are recognizing the

need for courses of many kinds involving languages, but try persuading a gifted pupil to put a polytechnic ahead, in his or her choices, of the better-known schools of learning! As I said in a recent letter to you, languages will not be taken seriously by students until they are seen to be needed. Talking to parents in recent months it has become evident to me that many are aware of the value of the knowledge of a language. But the message as a whole has not yet got through and one can hardly blame the universities for not re-

sponding to a need that is not recognized by the public at large.
B. P. EVERSON
Braewood,
144 St Helen's Road,
Hastings.

Sir, - John Wiles makes a good case for keeping a reasonable and balanced attitude towards grammar in language teaching. As a teacher who regularly has to teach German to fluent German speakers I am all too aware of the limits imposed by a lack of grammar on pupils who are quite capable of achieving excellence, but who settle for a fluent, but inaccurate second best.

I would, however, be more inclined to believe Mr Wiles when he says that: "This is not an appeal for a return to formal grammar exercises, in English or foreign languages" if he had chosen a more suitable example to illustrate one of his points. In a Modern Languages Extra where almost every article contains the words "relevant", "authentic" or "useful", the sentence *Le bandit qui a tué mon père* as opposed to *Le bandit qu'a tué mon père* seems singularly ill-chosen.

Those pupils whose fathers are tangled with bandits and who conceivably find the sentence *Le bandit qui a tué mon père* more interesting than *Le bandit qu'a tué mon père* struck by lightning!
ALAN O. JONES,
Head of modern languages,
King's School,
Chilworth, BPTO 47.

BFI shoot-out

Sir, - We're always being told there should be a full debate about something or other at the British Film Institute. It's eternally on the edge of some full debate which never happens. Now it's shoot-out time yet again, and I hear the wits hunters are stalking the Trots round Deconstruction Pass, while Marxist factions reticulate by setting school children exam questions in the correct anti-capitalist views of Hollywood soap operas.

Even if there were a full debate, who would decide who'd won? The BFI seems to think that nobody's qualified except it, and it's hard to imagine British civil servants sitting around discussing the quality of teaching based on Althusser's reasons why the bourgeoisie is always wrong combined with binary oppositions in Mongolian Folk Tales.

You'd think film studies were so esoteric that only the BFI and its critics can understand them. But if Mickey Mouse and Hopalong Cassidy are as esoteric as that, how can they be taught at all? BFI jargon looks very weird indeed to me, but presumably they could translate it into terms which normal people could test out in the normal ways.

Why shouldn't the responsible Ministers assure themselves and us of the good, bad or indifferent quality of the Institute's work? For example, it could appoint a panel of academic advisors who would invite representations from the BFI as well as its critics and give us, in lieu of that elusive full debate, at least a full report, with lots of evidence, reasons, and summaries in plain English.

In my teaching so far, I find the BFI's material is either incomprehensible or useless. Now that may just be me, and maybe I'm the last reactionary for trying to teach just

film and not theories of theories of film, plus the inverted mirror phase in the gay feminist sensibility, plus nineteenth century brushstrokes in relation to the reactionary ideology of Pope Pius the Ninth. If the opera goes on, I'll get down to them, gladly, with a towel round my head, but first I need to be given some really powerful reassurance that all this isn't just here-today-gone-tomorrow hot air from young academics who were poorly supervised in their fledgling subject. So will the Ministers responsible please stand up and take academic advice from judges in whose expertise and fairness they and we could have some confidence?
EDDIE WOLFRAM,
Area Director, Fine Art,
Croydon College,
Fairfield,
Croydon.

Tax U-turn?

Sir, - You report (October 16) that the Secretary of State for Employment is considering a remissible training tax on employers. A year ago his predecessor, Mr Prior, rejected the idea of such a tax on the grounds that the Treasury would not allow hypothecation of taxation and he quoted the Road Fund Tax as an example of a tax introduced for a specific purpose that had become part of general revenue. A training tax would, therefore, unless Mr Tebbit can change the rules, be no more than extra revenue for the Chancellor from those employers unable to obtain remission.

One reason why Industrial Training Boards were established in 1964 as "quangos" and not as part of the Department of Employment was so that they could levy a training tax without it being seized by the Treasury under the no hypothecation rule. I doubt whether the MSC has the

independence to enable it to collect a training tax and retain the proceeds for its own use.

The principles of both payroll taxes based on a percentage levy on salaries paid by the employer and hypothecation of taxation are well established in France. In fact all employers pay sums equal to almost 50 per cent of their salary bill in taxes designated for specific purposes such as social security, industrial injury benefit, housing tax and training. There are two taxes to fund training, the apprenticeship tax of 0.5 per cent of total salary on all employers (no exemption for even the very small company) and a vocational training tax of 1.1 per cent of total salary on all employers of 10 or more people.

In order to have something approaching the French system would mean a tax on almost all employers of 1.6 per cent of their payroll, far higher than the 1 per cent levy permitted to ITBs under the Employment and Training Act 1973. Far more companies would be liable than at present as most ITBs do not levy small firms below 20 to 30 employees.

A training tax would mean a system worse than that brought about by the grant-levy provisions of the 1964 Act where ITBs levied companies and then paid grants to cover training costs. That system often led companies into unsuitable training activity largely to retrieve money rather than to meet their needs. The system helped large companies who could more easily use costly training facilities rather than small companies who did most of their training informally and at the work-place.

The administration of a remissible training tax would require a bureaucracy besides which the 4,500 staff of 24 ITBs pales into insignificance. Presumably they would all be civil servants employed by the MSC? If a remissible, or indeed a non-

remissible training tax, is a possibility than Mr Tebbit must say how much he has in mind as the rate, how he proposes to levy the tax and what size of company will be included. Will the tax also be paid by all employers, including the government, as it is in France? He must delay his decisions on the future of ITBs until the discussion on taxation is complete for many companies might prefer to keep their ITB rather than pay a training tax.

BRIAN JARVIS,
Chairman,
ASTMA group,
Food Drink and Tobacco Industry Training Board.

Small points

Sir, - Your Lingo writer, Professor W. S. Brownie, while discussing the differences between the words "small" and "little" (October 16), might also have mentioned two further points.

First: a small boy is older and therefore bigger than a little boy. Our attitude towards the latter is at worst indifferent and at best sympathetic, whereas the former, being probably a snotty-nosed pest to boot, arouses our antagonism. Between little girls and small girls I detect a similar distinction, although less marked. Maybe they make more frequent use of their hankies.

Second: there can be few near synonymous adjectives which effectively determine whether the preceding word is an adverb or another adjective. If you wonder what I mean, then consider the phrases "a pretty little village" and "a pretty small village". My mind's eye can see the twee thatched cottages of the first, but of the second I have no picture.

MICHAEL J. SMITH,
15 Golden Hind Park,
Dibden Parliu,
Southampton.

Payne on the cane

Sir, - Addressing a meeting of members of the College of Preceptors, a speaker on corporal punishment said that, in his experience, those who opposed corporal punishment agreed that order must be maintained in a school. If there was no other way, then corporal punishment must be used; the debate was about the word "if".

He himself had long since abandoned the cane but he still believed in strictness and this implied "vigilant administration and unsleeping care and anxiety for the governed". The date was February 20, 1861 and the speaker Joseph Payne who later became the first Professor of Education in Britain.

Payne later on confessed to a Royal Commission that in his view, education was best provided in small schools.

Does not the Strasbourg case suggest that we ought to be seeking ways of applying Payne's formula to modern conditions?

If we invest heavily in computerized education techniques so that every pupil has a personal television screen, if we train many more teachers (from the new army of unemployed) not as subject teachers but as communicators and guides in ways of handling knowledge and ideas; could we not then have small local groups (schools) and avoid the doubtful consequences of Strasbourg? We might even be on the road to solving other national problems.

J. VINCENT CHAPMAN
Heath Drive,
Theydon Bois,
Epping, Essex.
CM16 7DN

Family plans

Sir, - As a married woman who, in the early 1950s, had made quite definite plans about how pregnancy would fit into my career, may I ask just why, now that I have raised four children and am a headmistress, it is apparently considered improper for me to ask other young married women about their family plans?

I am not yet "with it" enough to ask the unmarried ones! I hope the assumption is not made that my candour with future plans for pregnancy will be offered a post.

The way in which questions of this kind are answered gives an indication of the attitude of a professional woman both towards her career and her future family. Any young woman who has not given thought to the ways in which these might be combined - and the problems involved in doing so - reveals an irresponsibility which is unusual in young women these days. This lack of forethought might render an application less attractive to me than that of a candidate who has thought about her future. In what way is it undesirable for me to have such a discussion with a prospective member of my staff?

F. V. HATTON
Headmistress,
Farringtons Schools,
Chislehurst,
Kent.

F. V. HATTON
Headmistress,
Farringtons Schools,
Chislehurst,
Kent.

Seeking the best ways to use the language

In the second article in our series on the contracting curriculum, Anne Jones suggests that child development should be part of any common core of subjects

Soft option for the gentler sex?

It is possible, according to the present rules of the game, to argue the case for almost any subject in the common curriculum. There seem to be several acid tests.

What does the subject offer in areas of experience, basic skills, preparation for adult and working life, social and life skills? Is it practical to include it in the light of claims from other subjects, or of economic considerations - what it costs to put on, what the economic "pay-off" is for the nation, whether there are any suitably qualified teachers available?

Where does all this put courses in child development? Very high on the list. It clearly offers opportunities for the creative and aesthetic (design of toys, stories, decor, clothes), the ethical (moral questions about adoption, abortion etc), the linguistic (development of language skills, questioning, listening storytelling), the mathematical (measuring/calculating things made, needed, eaten), the physical (care of the body, exercise, games, sports) the scientific (conception, birth, nutrition, hand-icaps) the social and political (multi-ethnic, one parent families) and the spiritual (beliefs in a multi-cultural society). For those who are still subject-minded, it can be argued that child development, like home economics, transcends many subject barriers: all the sciences, technology, psychology, sociology, economics, art and design and philosophy. The opportunities for literacy, numeracy and oracy are endless, opportunities, moreover, set in realistic contexts which make putting theory into practice more rewarding and meaningful.

As for preparation for adult and working life, we find mercifully more to help adult life than working life. So many school courses concentrate on qualifications (rather than skills) for working life, and neglect the adult at home, at leisure, retired or out of work. Yet surely one of the long-term benefits of the

current lack of work must be a chance for all of us eventually to retire earlier, to work shorter hours and fewer days, to live a little more? These aspects of life will certainly need more attention. For social and life skills, child development includes study of the individual, the group, the community and society at large. It has potential for teaching people to manage their own lives, their own resources, to make choices, to take responsibility for themselves and others, to use and to contribute to the resources of the community. It offers opportunities for putting theory into practice. In short, it links learning with life.

In the present economic, social and moral climate, child development would appear to offer considerable practical help. Not to teach it would appear to be a false economy, if what we want is greater family stability, better nurtured children, more participative dads, fewer battered or unwanted babies, greater happiness for the greater number.

If as a nation we really believe in the importance of marriage, the family, the home, the early years of childhood, then perhaps we should make sure we all understand what this is all about.

The question is whether teaching pupils about anything at school really improves the quality of their adult life. It can be argued that the way the subject is taught is more important than the content alone; that child-bearing/parenthood come naturally, are caught and taught in the pupils' home, and are better learnt at the moment of need - most of us, after all managed without it; that precious school time should therefore be kept for subjects you cannot learn later from experience, women's magazines, do-it-yourself manuals and adult education classes.

There is a further argument put forward by some cynics, namely that teaching a subject in school actually puts pupils off. Take Hyacinth,

for example, who, pregnant at school, was asked by her social worker why this had happened when surely she'd been taught about contraception by her teacher. Hyacinth replied succinctly: "When I'm making love, I don't think about them school things".

Economics apart, have we the supply of teachers to teach child development to all? Bodies we have, that is for sure, but have we the "right" kind of teacher, both in their own attitudes to the sensitive matters in the syllabus, and also in the way that they teach. Even child development can become, in the wrong hands, a package of inert knowledge, to be learnt and regurgitated. In skilful hands, it has enormous potential for combining rigorous knowledge, practical skills and deep insights. But as with most subjects the method transcends the message: the method is the message.

But why just child development? Why not human development? Why this concentration on womb to cradle? Apart from birth to age five, scant attention is paid to the cradle to adolescence, let alone the cradle to the grave. It may well help adolescents to feel adult to be able to look back on their early years; in some cases it gives an excuse and an opportunity for them to make up for some experiences they missed out the first time round. But more emphasis on other phases in family life, including how to handle menopausal parents and aging grandparents, need not come amiss.

As it is, child development appears to be a kind of "convenience" option, slotted cunningly into the cafeteria system in such a way as to allow the "second-rate" and the "second-class" to stream themselves off. An option for less able girls, who are not so stupid as not to know their place, and who are, initially at least, stary-eyed about babies and booties.

It is not generally regarded as a "real" academic subject. "High fliers" cannot possibly fit it in if they are to do the requisite number

of sciences and languages. It is a soft option - full of soft toys, soft furnishing, soft soap, soft skin - for the gentler, softer sex.

It is also in its assumptions often extraordinary English, when in fact possibilities for a multicultural approach are both endless and challenging to the "official" white nuclear family gospel. Anti-sexism may well be on the syllabus, but more time is spent on combating sex than sexism. And what's the point of any of this if, despite equal opportunities, the boys are not there.

If a subject is worth teaching at all, then all pupils should have access to it, whatever their sex, race or ability. Somewhere across and within the five-year curriculum, there needs to be a programme for all pupils to learn about family life, childbirth, childrearing, homemaking, the management of people and resources, and interpersonal relationships.

Some pupils will choose to study in depth and take an exam; all pupils, including male pupils and intelligent pupils, need a "common core". Call this subject what we will: child development, home economics, social studies, moral education, health education, parentcraft, community studies: no matter. The point is that the components should be there and the methods used active, not passive, experiential as well as intellectual, involving feelings as well as reason.

Such a programme meets most of the requirements and exhortations put upon us in the current curriculum debate, yet offers a cohesive framework which could give sense and meaning to the learning objectives of the practical curriculum.

Anne Jones is head of Cranford Community School, Hounslow. The views expressed here are her own, and not necessarily those of the school or local authority.

MON	MATHS	ENG LANG	AC	GEOG	ENG LANG
TUES	GEOG	FRENC	INORY	CHEM	
WED	HISTORY	MATH	PE	MATHS	
THUR	ENG LIT	PHYSIC	ENG LANG	PE	
FRI	BIOLOGY	FREN	ART	ART	



Diagram Press

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features

Backing up the parents

Stimulated by the Haringey Reading Project, Peter Friend, a primary headteacher, describes the outcome of an attempt to use parents to help teach their children to read

The Haringey Reading Project compared reading gains between a group of children receiving help from parents, a control group receiving no extra help beyond normal school provision, and a group given supplementary tuition by a teacher. Over a two-year period, the children receiving parental help were found to have made statistically significant gains in reading attainment over the other two groups.

This research came as a breath of fresh air to an area of learning which has become bogged down in ideas that schools should try to compensate for homes which are "linguistically deprived", or offering vague and unsatisfactory home-school links. Parents are eager to help their children learn, but are made impotent by lack of knowledge as to how to go about it or uncertainty over the appropriate techniques to use. Teachers have not been forthcoming in the supply of knowledge and skills for parents.

Stimulated by the Haringey Reading Project, I decided to undertake my own experiment with parents as a means of improving children's reading in the junior school, and as a method of strengthening home-school relationships.

Parents were invited to a meeting where a speaker outlined the importance of the home environment in stimulating children's language and reading. At the end of the meeting, I described the work done in Haringey, and asked if any parents would like to take part in a similar experiment. Twenty parents volun-

teered for our experimental group to hear their children read at home three times a week.

The Haringey researchers gave parents no specific instructions as to how to hear their children read, although demonstrations of good practice were given on a number of occasions. Here, I wished to depart from their design by giving parents a firmer base of understanding of what they were to do.

I explained in fairly simple terms that reading is extracting meaning from print and described the basic processes through which readers develop. I then laid down guidelines for their work at home, consisting of allowing children to read on and back in order to get the most out of cues of context, rather than supplying unknown words immediately. They were also to note down major errors that children made, and to use this as a cumulative record for error patterns.

I was to be used as a source of advice and guidance in procedures for the correction of main error patterns discovered. No phonics teaching was to be done, except to focus children's attention particularly on first letters and word endings as clues. Parents were also encouraged to ask questions after reading to check comprehension and to join in by reading parts of the text to the child. The use of praise was heavily stressed and the need to minimize criticism and loss of patience. Short sessions were advocated and parents were warned

about over lengthy ones.

The books used in the experiment were from the school reading scheme and children were organized so that appropriate books were taken home, remaining there until read. After consultation with me, several children began taking books at a slightly higher level in order to accommodate particular interests.

Parents were supplied with record sheets to be sent to me weekly, extending over a 13-week period, the duration of the experiment. These were to be used for comments by parents on what children had read in the week and how they had read, any difficulties encountered (which gave me a chance to advise and guide), and any other comments parents felt were pertinent.

By involving parents fully in this way, expecting them to act more as teachers than as mere listeners, the dangers of pressurizing children or of giving misguided instructions come to mind. However, these dangers did not appear to arise. Parents tended to be humble about their own capabilities. Much advice was sought from me at first about recurring errors and the suitability of reading material, but many comments were made which showed awareness of the need not to expect too much of their children.

Moreover, from the first week of reporting back, I was struck by the enthusiasm and commitment of the parents, but most of all by the unexpected perceptiveness of many of the comments. Within a week, one parent had assessed her child's difficulty with "ou" and "th" sounds, another commented that her child was making reasonable guesses at unknown words, enabling her to make sense of the text, and another parent decided to work on her child's "was" and "saw" reversal problem.

Teachers' views on parents' lack of expertise therefore may be overruled, and the benefits of bringing parents more fully into our confidence, while equipping them with a few skills and back-up guidance, may outweigh the possible dangers of pressurizing children. One parent wrote that her child did not read much in one week because "I didn't push her. She was busy playing because with her brother."

The query "Do you think I am doing the right thing?" occurred again and again in com-

ment slips, giving me the opportunity to advise and encourage. Parents were also realistic in their assessment of their own children's reading. A comment such as "I cannot see a great improvement in reading as yet, but I am delighted with John's interest. He is spending more time reading in his free time than he did before," is a typical illustration. Also "Gary still stumbles over many words, but he overcame one or two with thought and trial."

What began to emerge after the first few weeks was the impact the experiment was having on the parents themselves. Comments were made like "We are very pleased with this experiment. It has taught us as much as our son," and "We have found out through this experiment that we criticized Neil far too much," and "We are all enjoying reading so much at the moment."

This indicated changes in the quality of parent-child interaction in the home which most favourably affect attitudes generally. I suspect that this impact would have been much diminished if parents had been restricted to reading stories to their children, or slavishly listening to children reading without any understanding of the processes involved. Like the Haringey researchers, I found the level of eagerness of parents for advice and suggestions consistently high.

In an attempt to monitor any changes in reading attainment, a control group of children, randomly selected, whose parents were not involved in the experiment, was set up. Both experimental and control groups, consisting of children from seven to eleven years of age, were pre-tested and, at the end of the 13-week period, post-tested, using the Schonell Graded Word Reading Test and the NFER Reading Test AD.

However, after using the Mann-Whitney U Test, no significant statistical differences were found between the two groups. This result may have been affected by the short time-span of the experiment, Hewison and Schofield's in Haringey being over two years. I intend to test again after a further period of time. The results may also have been affected by the fact that many children in the experimental group had reading problems, which had encouraged their parents to volunteer in the first place. Children's attitudes to reading were also

Talking about racism

Martin Francis argues that children can cope with controversial issues which teachers sometimes find embarrassing to raise in their classrooms

When a 10-year-old child walks into your classroom wearing a swastika armband you have no choice but to act. But this is only the crudest and most extreme example of a problem that is much more deeply rooted.

Over the past few years, teaching first in largely black schools in Paddington and currently in a largely white, traditional working class school in Fulham, I have been conscious by sociologists or "trendy left-wing" teachers - it is an every day problem in our schools. However, if the school is divorced from its community and if children do not feel able to discuss their personal lives in the classroom, it is one that a school can be unaware of, even if it is interfering with the social, emotional and educational lives of the children in its care.

I was only able to deal with the above incident because over those few years I have been developing a form of anti-racist teaching. All London Teachers Against Racism and Fascism (ALTARF). Primary teachers are in a unique position in having the same group of children every day for at least a year. We can get to know the children extremely well and build up immense trust. Having created a secure atmosphere, controversial issues can be effectively dealt with.

Very early on we realized that teaching against racism in the primary school could only be done alongside the development of good primary practice. This involved mixed ability classes; encouragement of discussion, and opinion and to challenge the opinions of others; teachers really knowing their children - the problems in their daily lives in the community and the school playground - and not establishing an artificial "professional" distance into the classroom and into their work while the school identifies with its community and gets involved in local issues; children being encouraged to use resources inde-

pently and produce resources for use by other children. This framework indicates the development of certain aspects of the curriculum. Both the teacher's and the child's knowledge of the environment is strengthened by a form of envelope covers and traffic counts. We have followed the battle to save a local swimming. The issues can be brought home in role play in drama, with a cost-counting councillor arguing with an old aged pensioner about the loss of public baths facilities. Children can write for a real audience when they write letters to the town hall, but can also produce poetry for themselves reflecting their emotional reaction.

Learning how to discuss and debate, the importance of listening to each other, of following up points, of producing evidence, are all crucial in this process. National issues can be introduced by the teachers or the child, but so can issues that come up in the classroom, dinner hall or playground. Alongside this, the teacher through history or literature can provide material that will deepen the child's understanding of the issues. Thus racism becomes an issue (a very important one) among others, that include sexism, housing, recreation, unemployment, nuclear power, pollution.

So back to the boy with the swastika armband. When he wore it into school I did not spot it at first. Some of his friends (who are white) came to me and complained. Because we have talked about racism before, about harassment and because we have read *The Diary of Ann Frank*, they knew what the swastika meant and felt it should not be allowed in school.

Because discussion is an accepted part of the school today, they asked for a discussion about it and we stopped the work we were doing to get round in a circle to talk. This is something that we had done before when an important issue had come up in the classroom. What followed was not a moralistic lecture from the teacher, but the children themselves saying

what they felt. White children argued that it was insulting to wear the armband and read led some of what they had heard about the Second World War. Asian children who were friendly with the boy said that people in the NF had threatened them or their families and challenged him to say whose side he was really on. He listened but did not reply and we went back to other work. The children continued to work with him but occasionally brought up the subject again.

At the end of the day he told me that I could keep the armband and I was quite warm towards him. He did not regret that day - it was a gradual process. Now, six months later, he has abandoned the group of old children who were in the National Front, despite their threatening to beat him up if he left. Other children in the class admire him for having left and his status has been enhanced.

Of course this will not work every time, but it is far more likely to succeed than an authoritarian bolt from the blue reaction by the teacher, which in no way links up with everyday experience of the child either in the classroom or in his community. The fact that working class white children will argue an anti-racist position and gain in self-respect by doing so challenges the claim that teaching along these lines "guilt-trips" white children.

An individual teacher is limited in what he/she can do. Ideally, schools should face the problem of racism collectively and produce a school policy that covers materials, curriculum, and method and gives guidelines on how to react to racist incidents. Most of all, though, schools should acknowledge that, given the chance, children can cope with controversial issues that befuddle and sometimes embarrass their teachers. It is up to us to give children that chance.

Martin Francis teaches at Normand Park Junior School, Fulham. He is a contributor to *Race in the Classroom - Teaching Against Racism in the Primary School* available from ALTARF, c/o Lambeth Teachers Centre, St. Mary Street, SW4. Price 60p plus 22p for postage.

From paper-bags to pop-ups

France Greenoak looks at the work of Jan Pieńkowski

Jan Pieńkowski: some doubt about the ethics of manufacturing pop-up books in Third World countries.



This week sees the publication of *Robot*, the latest and most spectacular in Jan Pieńkowski's pop-up books.

Inside the metallic, printed-circuit cover is a kind of book-form activity centre for children, so crammed with things which slide, revolve, open and jump out, that at first you miss some of them. It is the exact opposite of the Victorian set-piece pop-up books, which pictured busy scenes but which left the child with little to do but admire.

Robot takes technical possibilities to the limit. Among the dangleingly complicated effects are a snake's tongue which flickers and darts while the eyes roll glaringly, and a single lever which executes no less than four consecutive movements. Yet all this wizardry is astonishingly strong, subjected to very rough handling between design board and production.

This kind of work suits Jan Pieńkowski. He is an artist with a design background, and the creative technicalities excite him almost as much as the actual illustration. He talks of his pop-up work in terms of team effort, including not only Waldo Hunt, the great pop-up art impresario (to whom he owes his initiation into the secrets of the elaborate craft) but to people at every stage of production: the paper engineers, the cutters - he even found his way on to the factory floor in Colombia, where he employed his pigeon Spanish to discuss technique with the girls doing the glueing and folding.

It is unusual for an artist to go to such lengths. He will tell you that it was in his own interests to detect the problems in his books, but there seems more to it than that. Tempering an enormous enthusiasm for the pop-up enterprise was a thin doubt about the ethics of manufacture in a third world country. If his two visits to Colombia have enhanced the creative possibilities, they have also reassured him that the books are being produced under reasonably fair conditions.

Jan Pieńkowski came to Britain from Poland as a child in 1946. His family background is one of creative and practical art, with a strong strain of social concern. A great-uncle was Professor of Fine Art at the University of Krakow and many of his relations are architects and designers. His maternal grandmother was something of a pioneer: a

gynaecologist, interested in the problems of women in industry, and the setting up of factory crèches.

A student at Cambridge in the late fifties Jan Pieńkowski tried and failed to change his course of study to architecture, and academic work became secondary to other activities. He designed theatre sets, posters and costumes and a variety of graphics, establishing an interest to last him through life.

One such friend was Angela Holder, with whom he designed and printed Christmas cards for themselves and fellow undergraduates. Later, in 1961, with the arrival of another friend and partner, David Winsor, his enterprise became Gallery Five. The capacity to turn himself to anything, which characterises Pieńkowski's work, was developed in those days. One satisfied customer of Gallery's Five's greetings cards was Alan Gattward, managing director of Coloroll. He commissioned him to design carrier bags, which transformed these humble objects into a fashion accessory, and turned out to be starting point of a wallpaper empire.

His first jobs, in advertising and the publicity department of William Collins, he treated as an apprenticeship in visual design and business skills. After Collins, the gaps between jobs became longer, and the jobs themselves assumed a less crucial role, while the freelance work built up.

He designed a number of bookjackets: Jonathan Cape mustered enough faith to put him under contract. A critical point arrived when an editor at Cape showed him Joan Aitken's *The Wolves of Willoughby Chase*... and then told him he was not yet up to the job of illustrating it. But, soon afterwards, he snatched at a chance of book illustration, Joan Aitken's *A Necklace of Raindrops*.

He took tremendous pains with the job and - on the evening before he was required to present the final artwork - found himself entirely dissatisfied with the result. In desperation, he inked-in one of the figures solid black, liked the effect, and spent the rest of the night inking the rest, creating the style which he was to use later in his exquisite little fairy tale series.

There is a tradition of shadow puppetry in

pre- and post-tested by asking the experimental group to write down what they liked and disliked about reading. This too revealed little of significance, as attitudes were generally good before and after the experiment. Only one boy had an unchanged unfavourable attitude to reading afterwards. However, another boy who had written that he disliked reading in the pre-test because "my Mum never has time to listen to me," wrote in the post-test that he now liked reading because "my Mum helps me read so she likes my reading and my spelling."

The experiment culminated in a meeting with all parents involved to discuss how successful they felt it had been. This transpired to be one of the most enjoyable meetings with parents I have experienced. After 13 weeks, the parents still bubbled over with enthusiasm about what they had been doing, but with a new confidence that they were doing it right, and a determination to carry on, even though the experiment was concluded, with or without my help.

There were two convictions that emerged from the parents at the meeting, which all 20 agreed on. One was that they were convinced that their children's reading had improved (and this I was able to confirm later from my test figures). The second was that they desperately wanted to know more about the reading process, so that they would understand better the background to developing reading skills, and consequently be able to give further help to their own children. I swiftly arranged such a learning session.

Questionnaires that were returned to me commented that the experiment "gave me a clearer insight into my son's capabilities" and that "it was worthwhile, even if he had not improved his reading, inasmuch as it gave me a better idea of the problems of learning to read which, as an adult, you tend to forget." Another parent had learned "to be more patient with children while learning and to understand what problems they get". One parent summed up her feelings when she said, "It gave me a better knowledge of John's interest in reading and an increased closeness as we discover common interests."

Peter Friend is head of Irthlingborough County Junior School, Northamptonshire.

south-eastern Europe, which it seems likely he drew upon subconsciously. He calls it an accident, but likes the evocative silhouette style. He thinks that it might be more acceptable to children of all ethnic groups than conventional colour illustration.

It took three years for William Heinemann to be persuaded about the miniature fairy-tale library, and the first was published in 1971. With his assistant, Jane Walsley, who joined him in 1973 and whose eye for imaginative detail matches his own, he hit on the idea of the hand-lettering which is such a feature of these books. For all that they are shadow pictures, there is much to be found in these illustrations: the plant motifs are sensitively coordinated to the subject - sweetbriar for *Steeping Beauty*, twining bryony for *Cinderella*, and lovely beanstalks and flowers for Jack. Surprisingly, they are not only decorative but botanically accurate.

In the seventies, Jan Pieńkowski teamed with Helen Nicholl for the BBC *Watch* series, the basis for the *Meg and Mog* books for young children. An "adult" and two animals living together opens up different kinds of possibilities from a standard two-up-two-down family structure. The authors felt this might help single-parent children, for instance, to identify with the characters. Sensitive adults may shy away from the dazzling brash presentation, but here, as with his pop-up work, Jan Pieńkowski seeks direct engagement with his young readers.

After visiting schools in Northern Ireland for their Children's Book Week, Jan Pieńkowski returns to start work on the stage sets and costumes for a *Meg and Mog* show for David Wood and the Unicorn Theatre. He claims a certain nervousness at the prospect, but admits this is partly self-induced. Nostalgia enters his voice when he recollects the early days of struggle. It is difficult to be so clear about yourself and your work when you begin to be comfortably off.

Jan Pieńkowski avoids staleness by creating an artificial insecurity, keeping an edge of risk in his life by continually throwing himself into new ideas... paper-bags and pop-ups, mini-books and theatre.

* Heinemann (£5.95).

Another style is another meaning

Elisabeth Henry on the traps awaiting those who seek to popularise classics



"Tom Jones" - losing the narrator's voice



"The Serpent Son" - Greek tragedy in a lurid glare



"Tess" - preserving the authentic voice of Hardy

Those who teach literature, art, music, have to be popularisers. Direct and unabridged presentation of the works they most want their classes to know and appreciate - the major works of European culture - does not usually meet with enthusiasm. Indeed the original works are often literally inaccessible, being too far away, too rarely performed, or written in a foreign language. The teacher has to use what interpretative material he can.

To reach most of those he teaches, these media will have to exclude whatever is eccentric or esoteric in the original. For effective communication, still further adaptation will probably be needed, making allusions explicit and discarding whatever seems remote or unconvincing to a twentieth century adolescent. What is discarded may really be incidental to the original work, so that it can be truly communicated by the performance of the translation put before the student; this at least is what the teacher hopes for, and what is often very difficult to provide.

The difficulty is likely to be greater in dealing with ancient and foreign works than it is for those written fairly recently in English. Hardy's novels, for instance, can be vivid and moving on screen, as the film *Far from the Madding Crowd* and the televised *Mayor of Casterbridge* proved; most teachers will not hesitate to recommend Polanski's *Tess*. Authentic qualities of Hardy do exist in the screen idiom, and the teacher can discuss these and go on to say "yes, but you have lost Hardy's words". At this point Hardy's words are likely to arouse more enthusiasm, simply because they confirm and enhance what the young reader first encountered in the medium belonging to his own time.

Earlier works are harder to present in this way. Screen versions of Jane Austen require more sensitive writing of dialogue than they often receive, as well as visual delicacy; the

film of *Tom Jones*, with all its vitality, entirely lost the unique narrator's voice of Fielding. English drama of course is less difficult; but some film versions of Shakespeare have been so inept, or so bizarre (Jarman's *Tempest*?) that they may actually create obstacles to understanding the original.

Greek and Latin classics perhaps present the difficulty in the most extreme form. A modern translation conveys some kind of an experience; for those studying the ancient languages this will be either confirmed or contradicted by direct contact with the original. But students of the original are few; the rest are really at the translator's mercy. In the days of Butcher and Lang ("Be not wroth with me hereafter, goddess; myself I know it well how wise Penelope is mien to look upon than thou...") many readers could still attempt the Greek text, and the criticism of this *Odyssey* as misleadingly archaic could still (in 1879) be discussed by many of them. When Gilbert Murray published his Euripides, brought to the London stage by Sybil Thorndike in 1913, the number of such readers had already diminished. T. S. Eliot raised the alarm by talking of this version as "masquerading as a vulgar debasement of the eminently personal idiom of wrong, and wrong in a way that could only soften what was intense and hard, making the truth of the Greek drama more inaccessible than ever to those who could not read the words of Euripides."

The newest translations of Greek tragedy do not soften, but sensationalise. Some modern American versions can be exempted from this occasionally pseudo-Biblical, diction of the Penguin Classics (mainly Vellacott and Watling) has been followed by the more ferocious style seen on television in *The Serpent Son*.

Gilbert Murray's roseate haze was here replaced by a lurid glare. Equally false, cries the classical teacher, and forbids anyone to watch parts two and three of the trilogy. Better chylus to look at a photograph of Epidaurus. There is the theatre, those are the original Greek stones; but the sky is the blue of a travel brochure, and we are further off than ever.

Greek dramatists (it is quite hard to remember) did not write for crowds arriving by coach or plane for relaxation, or for families sitting by the fireside for rest and entertainment. The facility of communication, in the material sense that records, books, television, offer instant access to some version of almost any work, has in another sense made communication harder. The occasion, the level of attention, is almost always less exacting, and the part of a programme devised expressly to give him pleasure.

Tourism could be plausibly identified as the greatest single cause of a cultural devaluation which affects many other aspects of life as well as literature. When a *Guardian* fashion writer reported from Italy that the scarlet of the Passion and the blue of the Virgin's robes would be favourite colours for 1981, she was accepting quattrocento painting as a fit quarry for novel visual experiences, like the "Sahara" inspiration for many fashions last year. Art treasures, including religious ones, are seen like landscape and foreign peoples, as invitations to the souvenir-hunter. Material souvenirs take their place in a collection at home, assimilated to the life of everyday. The cultural experience may similarly be accepted on the same level as *Jaws* or *The Sound of Music*. Is it possible for teachers of the humanities to make any positive move against this cultural debasement? They face this question constantly.

Tribal antagonisms

Lynne Truss on an up and coming teacher-playwright



subsequent mental "energy" in his audience, which subsequently lingers and expands in their minds. The immediate effect of *Act of Union* was that it communicated a strong sense of place. Speak from Belfast itself, and that it emphasised Belfast. Victoria Station seemed a much more dangerous place than home) that the unique qualities both of the "situation"

and of the people of Belfast are rooted in territorial identity and fierce territorial pride. Finnegan's interest in tribal antagonism is to be extended in his next play, which will explore links between the Irish and the Jews in a probably surrealist entertainment entitled *James Joyce and the Israelis*.

Meanwhile a new play has just opened in London. *Soldiers* assumes the same multi-plot structure as the earlier play, and carries forward a couple of its characters. It is longer, however, and "heavier", differing from its predecessor also by giving the action an historical framework, by concentrating more on the particular issue of political violence, and by including as one of its principal characters a British soldier, whose career is traced from his recruitment to his probable desertion. If it approaches the dramatic impact of *Act of Union* its "extreme moments" won't be easily forgotten.

Soldiers is at The Old Red Lion Theatre Club in St John's Street, London EC1 until November 8. Thereafter it can be seen at the York and Albany in Parkway November 11-15, and November 17-22.

Springs behind the dynamism

Betty Tadman dips beneath the delicate Japanese surface

The Great Japan Exhibition, Royal Academy until 21 February 1982

It is an accepted fact that the Japanese possess a highly developed sense of design. How they come to this unique level of artistic sensibility requires some knowledge of their religion and way of life.

Their original religion, Shintoism, is based on the worship of the seasons and nature. Buddhism, introduced in the sixth century AD, reformed the native Shinto gods into its pantheon. The more fragile Shinto faith had no effective resistance to the profundity, moral codes and gorgeous rituals of Buddhism. The

resultant compromise religion lasted until the middle of the Edo period when the literati of Japan, composed of the Shoguns, revived pure Shintoism for patriotic reasons. Thus an intense respect for, and a profound love of nature is at the core of the refined observation to be seen in all the exhibits at *The Great Japan Exhibition*.

This obsessional love of natural beauty could easily have degenerated into insipidity but for the dynamic structure which supports even the most fragile designs. This dynamism springs from the unique position of the male, so secure in his superiority that he was able to make an unashamed display of delicacy and refinement whilst also creating the sav-

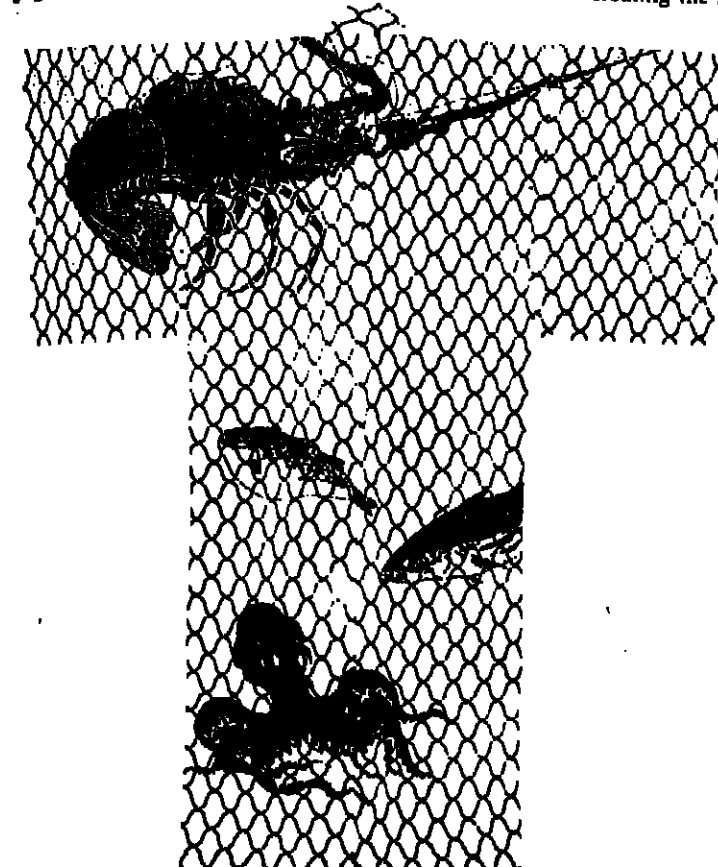
age brutality of armour designed to terrify the enemy.

In nature, space acts as a foil to enduring forms. In Japanese art the unerring use of space is a positive part of the design and is echoed in the transformed interior of the Royal Academy.

Lattice doors, silver floor tiles, vast showcases and translucent lighting combine to display the exhibits with a superb yet spare design sense. The exhibition includes ferocious oskeletal armour, exquisitely decorated ceramics, stylized paintings, netsuke, lacquer, wood block prints and a dazzling display of over 50 kimonos. The unvarying shape of this garment must have forced the imagination to concentrate on pattern and colour. Streams meander in asymmetrical curves, a reticulated pattern catches a scatter of fish. Stylized clouds drift downwards towards padded hem.

The superb catalogue illustrates and explains the exhibits and contains sections on politics, society, and the arts. For teachers of art and craft subjects this exhibition is invaluable. The translation of observed visual stimuli into stylized patterning, often such a difficult hurdle is here seen in its most sophisticated form. A book which is currently on sale at the Academy *Japanese Design through Textile Patterns* is likely to be sold out long before the exhibition is over. It contains reproductions of 198 stencil patterns divided into sections such as "Water-Related, Sky-Related, Chrysanthemum and Abstract patterns" and should stimulate any student with its incomparable display of ingenuity. There is a teacher's aid and fact sheet available on application and a booking arrangement which allows teachers and pupils/students to visit at half price.

It is a significant fact that the Japanese language has no genuine native word for "art". At the end of the nineteenth century a compound word was invented by putting together the characters "beautiful" and "craft" to express the meaning of the term "fine art". There is very little "fine art" here but beautiful craft abounds.



Yakata with the design of a good catch on cotton. Late Edo period

Peep-show

The Langton Gallery, down at the World's End, are a few weeks out in their timing of the Harold Jones retrospective exhibition, which is on there till November 14. It should have come at Christmas. This is not just because one would then have had a better excuse for buying the pictures, nor yet because Mr Jones himself has all the air of a benevolent Santa Claus without the whistles. It is also because few illustrations so completely capture the atmosphere which, however mistaken, is still associated with that domestic festival: heartbreak and simple joys, animals and children caught in a wide-eyed wonder.

The exhibition is not actually all that retrospective. You can see one or two drawings from that little-known book *A Visit to the Farm of 1939*, and (not for sale) the cover

design for *Lavender's Blue* (1954), that masterpiece among nursery-rhyme books, which he illustrated for Kathleen Lines; but most of the illustrations on display - sometimes two or three to a frame - are from fairly recent work: Naomi Lewis's delightful anthology of doll stories *The Silent Playmate*, Ruth Manning-Sanders's version of *The Town Mouse and the Country Mouse* etc. The many black and white drawings are particularly interesting, partly because they confirm our awareness of the slackening of Jones's line since the books of the thirties and partly because their presentation as pen-drawings on white paper shows how much has been lost in the transfer to the printed page.

As for the colour pictures - apart from two remarkable dark and brooding oils, "Sleep" and "Oscar

Wilde" (both c. 1947) - the general rule is that the simpler the aim, the more successful the picture. There are some beautiful drafts of landscapes for an early version of the picture book *There and Back Again*, but larger pictures based on scenes from *Lavender's Blue* and the doll book are too loosely composed to do justice to their illustrative originals.

The happy domesticity of Harold Jones's art can also be seen in a new book "that is on view at the exhibition: the re-creation of a Victorian peep-show, a forest scene drawn by him and hand-coloured by his design by Phyllida Gill. It is a charming and desirable work, and even at £50 a time, almost sold out. A comforting thought in these days of garish robots and so much à la mode.

Brian Alderson

Shakespaw

In what style might Shakespeare's actors have performed his plays? What did an Elizabethan company structure as the earlier play, and carries forward a couple of its characters. It is longer, however, and "heavier", differing from its predecessor also by giving the action an historical framework, by concentrating more on the particular issue of political violence, and by including as one of its principal characters a British soldier, whose career is traced from his recruitment to his probable desertion. If it approaches the dramatic impact of *Act of Union* its "extreme moments" won't be easily forgotten.

Such questions arise in academic discussion but I have never before seen a theatre company illustrate presented Romeo and Juliet to upper school pupils at the Midlands Arts Centre in Birmingham they did all kinds of things except a start-to-finish performance.

They showed us Act 1, Scene 3 with the Nurse played by a man and followed this by giving us the ball scene with all the parts acted by just

these five actors. They showed us how another scene had progressed through rehearsal and, hilariously, made us aware of a possible subtext by performing the balcony scene to include not only the lovers but their alter egos. Romeo, for instance, basks in Juliet's loving words but their alter ego tells him to get on quick and make a suitable response.

By thus contributing their own working thoughts, the actors brought us closer than most productions to an idea of how the characters might tick and this paradoxically, by offering us alternative solutions to the play's problems, as experienced by the performer.

In addition to Shakespeare's version the company did an eight-minute piece of *West Side Story* and a scene from David Edgar's 1972 *Death Story*. Suddenly there were

characters on the stage who made it clear that language and acting conventions may have changed in a few hundred years but human emotions have not.

It all worked beautifully, apart from perhaps the final item in which the whole play is flipped through in flashback as if in Friar Laurence's nightmare recollection. This was porridge after the deliciously spiced previous courses. Bill Buttery, Andrea Gibb, John Grex, Barbara Peak and David Straun, (directed by Bob Thomson) are educational entertainers of the highest quality.

D. J. Hart

Romeo and Juliet is now at Theatre Glynd (Mold), then in Aberystwyth and on tour until late November.



Goya's prints. Tauromaquia (plate 21). Detail of "Another way of hunting on foot"

Spaniards in the works

From El Greco to Goya. National Gallery until November 29. Admission free. British Museum until 24 January 1982. Admission free. Goya's Prints. By Juliet Wilson Bureau. British Museum Publications £3.50 at British Museum Bookshops until mid-March 1982. Otherwise £5.25.

The great painters of Spain, whose works are currently exhibited at the National Gallery, are striking by their extreme originality. Far more than the painters of Northern Europe or Italy the Spaniards' genius seems to occur without any previous indications in the tradition of visual convention.

El Greco, of course, is a startling painter in any context but placed here as he is next to the older pictures of the Morales his work seems positively to flange off the canvas in caustic spirals. Shock waves still spread out from his "Christ Driving the Traders from the Temple"; agony and pathos tremble in "The Disrobing of Christ" or the "Tears of St Peter". Although all Spanish religious painting is full of agony it is often, as in the works of Ribera, more dependent on impenetrable and stigmata of suffering than on the twisted forms and ghostly hues of El Greco.

Velázquez's steady eye and feeling for the space in which his elaborations of human dignity are sited quieten the mind. Even the "Rokeby Venus", that lovely carress of woman's body, does not excite, and in the best of the little known early works shown here, the "Winter Seller of Seville" the muted dense paint draws one into the dark shadow by the seller's craggy face.

Velázquez was above all a Court painter and the fine array of portraits and set pieces of that bizarrely stiff Spanish court give a very good feeling of the visual constraints around this central area of national life. Velázquez, in his portrait of Philip IV or in the dramatic composition of "The Riding School" could transcend those constraints, just as Murillo, whose work is largely featured here, could transcend the dark gloominess of religious painting to produce his own sweetly fluent groups of saints and angels. Murillo's "Self-Portrait", however, reminds the visitor of the muscle behind all the tender competence - the absolute mastery of tone and mass which underpinned the sentiment so dear to the hearts of Victorian collectors.

Victoria Neumark

Writers' Fellowships

1982/83

The Arts Council hopes to offer a limited number of grants to educational institutions in England for the establishment of Writers' Fellowships tenable for a period of two years beginning in the academic year 1982/83.

Interested institutions are invited to contact the Deputy Literature Director for further details. Arts Council of Great Britain, 9 Long Acre, London WC2E 9LH. Tel: 01-378 8597.

Closing date for completed applications: 31 January 1982.

Arts Council
OF GREAT BRITAIN

Let there be light

David Self and Hugh David at Playfest 2 in Norwich

"Why have I never seen theatre-in-education before? It's marvellous!" So exclaimed a leading and distinguished exponent of puppetry at Playfest in Norwich last weekend and thereby justified the whole event. Indeed, it was precisely so that those involved in one branch of drama or theatre for young people could see what is happening in other branches that the National Council of Theatre for Young People arranged this showcase. As the organizer, Donald Sartain, explained, "A lot of people believe firmly in children's theatre or educational drama, but are ignorant about the other; or they are so totally committed to puppetry they know nothing else. It is our aim to show them the work they might not know."

Last year's playfest attempted to cover the whole school age range. This year's was concentrated on work for and by the secondary age group. Besides TIE (well represented by the Platform 6 Theatre, Company and Theatre Pops) and puppetry from the Norwich Puppet Theatre, there was an excellent example of children's theatre from the Blyth Jex School Sixth Form Children's Theatre Group. These three former presenters of *Dreaming Dick* and the *Dragon of Dashedammit* to the drama specialists attending Playfest and (more importantly) to an audience from local first schools. The six former cast members of this story of a farm lad who saves a kingdom from a terrible dragon with finesse, keeping slapstick neatly in control and actually physically involving the entire (infant) audience in the action at key points with a subtlety and sympathy that many a drama teacher might envy.

This imaginative production was obviously in part a product of this Norwich comprehensive school's strong drama tradition, but credit was also due to the present head of drama, John Dane, and to the cast - especially Jon Kellott who played the hero with a quiet confidence that left him free to re-assure the audience.

when necessary and to respond in character to their reactions with sensitivity. After this inspiring example of older pupils using their talents to provide an entertainment exactly suited to its audience, a particularly sour note was struck by an adult delegate to Playfest who took the sixth formers to task for failing to choose a more political and less conventional play for the infants.

On Saturday, after David Currell's lecture on Puppet Theatre and Education the afternoon was given over to school productions. In the intimate Sewell Barn (where local girl Anna first met Black Beauty - or so the story goes), now a stylish studio theatre two contrasting, original shows were mounted by pupils of Blyth Jex School.

Preludes used actors, musicians, a reader and free improvisation to present T. S. Eliot's poems. Director Peter Milne, "moved by fancies that are curled/around these images", effectively matched the bleak tone of the verse, even if his reader's words were sometimes drowned by the "free jazz" accompaniment. "The burnt-out ends of smoky days" were there all right, "the thousand sordid images" well caught, even in New York I have never experienced such stridently atonal anomic.

In complete contrast *Genesis*, an original rock musical had God, an paint-spattered dungaree, presiding over a sunny, tuneful Eden. Conceived in the image of their Maker, Adam and Eve wore dungarees too. Joseph Murat and Annette Cooke played them, touchingly, as little children lost. It was left to the Serpent to inject some glamour into the Garden. Or should have been.

Over the centuries the Serpent has had a pretty bad press; however, bringing sin into the world is nothing compared to lousing up a good musical. Not that Lynn Arnold - in tail coat, bow tie and satin pants - could be faulted. It was just that with her entrance a lot of the fun went out of *Genesis* - the songs got

slower, more loaded with "meaning", the lively chorus was frequently absent. Writers Jim Langston and Chris Prettyman would probably argue they were only following the book; with the Serpent a lot of the fun went out of Eden too. But vice is far more theatrically effective than virtue. Or can be.

Negotiations are apparently in hand for the publication of the score, which should please many schools looking for an alternative to the well-worn Joseph and the Amazing Technicolor Dreamcoat. Despite the quibbles, *Genesis* has a lot going for it. And in retrospect it is quite understandable that nothing equalled the opening dance-number "Let There Be Light" - the creation of the world is a hard act to follow.

On the Sunday morning, the Arts Council senior education officer, Irene Macdonald, opened a debate on "education for theatre" by posing the question, "Just what do you need to know before you can get something out of a theatrical production?" Before that, Julian Hilton, lecturer in drama at the nearby University of East Anglia posed a series of pertinent questions. What can universities do to further the cause of drama? How can drama improve its image when there is a back-to-basics movement in full swing? Is the division between education (academic) and leisure (=theatre) desirable?

The ensuing plenary session revealed just how serious the threat is to the place of drama in the curriculum in these difficult times. Mr Hilton suggested that in order to preserve the subject it may be time to draw up a national strategy for drama. If that is the case, then on the National Council of Theatre for Young People may be just the umbrella organization that is required to coordinate the many bodies concerned with the various aspects of educational (and leisure-time) drama and theatre for young people.

Making the public think

Play for Today, BBC 1.

Television is a directors' medium. Or so, to our chagrin, writers are always being told. We could be forgiven for having assumed that, even as far as fiction is concerned, television is a technicians' medium. Where, after all, is the bulk of any budget spent? Certainly not on the primary, creative contribution to the production. An hour of TV drama costs approximately £120,000, whereas the going rate for an established writer is £2,250 (BBC) or £2,830 (ITC) per hour. This is not just a sectarian quibble. Money talks, and what it is saying in this case is that writing isn't terribly important to television.

There are those (besides writers themselves) who think otherwise. *British Television Drama*, a recent collection of essays on the work of individual TV writers and edited by George Brandt, (Cambridge University Press) is notable for its implicit (and often explicit) assumption that television's claim to be taken seriously as an artistic medium rests on the merits of the scripts it chooses to produce. Who, you may ask, has ever assumed otherwise? Well, the counter-assumption doesn't contradict Brandt's, but skews it: television is not an artistic medium but an industry like any other, manufacturing a product which just happens to consist of words and visual images. This is the assumption, conscious or not, of the mass of people who work in television.

Thesis and antithesis (synthesis usually in sight) can be seen most clearly in attitudes towards the single play. Thesis - from the so-called creative stratum in the hierarchy, including a precious (and I mean, precious) few producers - states that the single play is the glory of British television, which, in effect, means the BBC. It is in the single play that the medium can stretch itself, experiment, explore unfamiliar ideas and techniques. It is here that audiences can be stimulated rather than lulled, moved rather than consoled. Antithesis - from the administrative stratum - complains that the single play is too expensive to produce; it is sold abroad because foreign want series; and series of single plays are never consistently good enough to make up a marketable package.

Once upon a time ATV produced six and in 1981, none. In fact, of facts like this, we should be grateful to the BBC that *Play for Today* exists at all. And we should be doubly, trebly, quadruply grateful to Country, the first play in the series, written by Trevor Griffiths, directed by Richard Eyre and produced by Ann Scott. A tale of Shakespearean succession in a wealthy brewery firm during the 1940s General Election, it managed to cover across ideas we do not expect to have given up expecting to escape from our TV screens, while any viewer of *Brideshead Revisited* (the various series glorifying the Churchill family. This bitterly bitter device was a splendid idea, splendidly executed).

But we shouldn't allow ourselves to be blinded by gratitude. Knowing how impervious most people are to irony, I wonder if the play actually worked. Could the luminous or playing members of the unrepentant Carlsson family have been taken as face value as another lot of C. S. Lewis: rich, powerful, illiterate, and therefore to be admired? After all they're still around in 1981, and he who endures is vindicated. Could they have made the mistake, so common in television as to be almost nonexistent, of overestimating its audience, as well as underestimating the fatally seductive power of its medium itself to render even the most unpalatable acceptance, especially when used with the loving hall of evidence throughout this production. Did the "tyranny of the technician" render *Country* a self-defeating exercise? I hope not.

Sheila MacLellan



When it comes to texts on "The Wayside Pulpit" we have made much progress since that slogan redundant of both God and Mammon: "Jesus Saves." Outside a church on the Harrogate Road, for instance, it says, "Jesus Rules O.K." Personally I have never really understood the "O.K." semiology. Is it an aggressive sign, a linguistic defence of one's private space ("Get this: Jesus rules, so move over buddy"); or is it an appeal to the democratic instinct and large ("Jesus would very much like to rule - if that's all right with you")? Perhaps my difficulties with

that particular slogan arise out of my inability to perceive the structural similarity between the Nazarene Carpenter and either Legs Diamond or a wavering candidate for the SDP. I do object to garish and moralizing posters of the "We want U in our CH RCH" variety. Any outfit which exhibits such a vacuity of good taste does not deserve to get a congregation - nor even a BODY in then? To the redbrick tabernacle that vaunts itself as a hostel for "Latent Day Saints" or, in the sure and himself shall be exalted", to the church marked "Sinners Only". There is certainly something pathetic about those dilapidated shacks which look as if they are disused bingo halls but which call themselves "Mount Zion". Others are more fashionably utilitarian, providing in

their superscriptions some approach to a manifesto: "The Independent Protestant Evangelical (Reformed) Citadel." It looks like a political statement; perhaps from the Church Militant (Here in Early Tendency).

One advertisement has appeared in recent years which more than any other encapsulates the pop-culture trend in church services: "Family Worship". This could be simply an announcement of guitars - characteristic choruses - curate - drawing - pictures - of the - gospels - on - overhead - projector. But it might mean worship of the family - an unerring thought not so wide of the mark in these days of many a pelagianism.

The ultimate question to which the answer is not 42 is about the meaning of "Divine Worship" - a very popular sign, this one. Worship is only legitimately he of God, so the word "Divine" is redundant and word should be reported for following to the Department of Ecclesiastical Taxology. (It could not be the deity worshipping us could it?) The only other meaningful I can guess at is a rather pretentious evaluation of the quality of the worship itself, as in "My dear, your dress is divine."

A long, long way from "Mistaken 11.00. Evensong 6.30."

Peter Mullen

Impressions of Paris seen through the eyes of its painters

This delightful 25 minute film captures the charm and beauty of Paris through the eyes of its painters. It contrasts the City as it was, on the canvases of its artists, and as it is today, in photographs that detail its essential character.

Available free on loan to bona fide societies and organizations. Apply to: TIME OFF LIMITED, 2a Chester Close, London, SW1. Tel: 01-235 9070.

Going round in tribes

The Theatre in Education Company at the Duke's Playhouse in Lancaster have established a reputation for themselves in Lancashire, and currently schools are queuing up for a visit from their latest touring event, *Tribe*.

The project is designed for older primary children and seeks to show the ways in which the achievement of a genuinely multi-racial society could enrich all our lives. Children at the Scothforth Primary School rapidly suspended disbelief and became deeply involved in trying to explain to the exotic visiting tribe the role and workings of such "civilized" things as electricity, roads, shops and money. The pupils produced candles, a box and books; the actor-visitors received information about all these objects and then very convincingly struggled to work out what relevance they might have to a much less economically developed society. They queried the usefulness of matches for example - what possible use could these be in a society which cherished its tribal fire as a communal meeting place?

Later, accompanied by drums and pipes, the "tribe" acted out their creation myth and told how a white stranger had arrived on their island and brought disturbing knowledge about other countries which had uprooted their culture. There then followed a discussion with the children as to how they should deal with the interloper and the disruptive effect he had on their closed society.

The project works on several levels - it makes the children more aware of many aspects of their own lives which they inevitably take for granted, and, by introducing them to a quite alien ideology, encourages them to reappraise assumptions about their own society.

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out their own society.

Theatre in education is generally undervalued and tends to be one of the first to go when, now, cuts are being made. Yet a few other educational media are so successful in encouraging school-age participants to make the leap into another person's deepest experiences. Teachers, who attend a preparatory workshop before the session, are able to extend this experience through discussion games and projects, backed up by an inventive follow-up pack produced by the company.

The Duke's Theatre in Education group have worked hard to create a large number of new projects, and, during the four years of their financially precarious existence, have built up solid contacts with many of the schools in their region. Lancashire - and are asking for more. Yet, once again the future of the company is in jeopardy. It would surely be very sad if the children of Lancashire, who already live in one of the most deprived areas of the country, were to be deprived of this enriching experience as well.

Lesley Lancaster

Among this week's contributors:

Ron Dawson is a research psychologist with Barnsley Metropolitan Council.

Elizabeth Henry teaches at St Mary's Sixth Form College, Blackburn.

Michael Marland is Headmaster, North Westminster Community School, ILEA.

The Reverend Peter Mullen is Vicar of Tockwith, Yorkshire. Betty Tadmén is head of textiles at Kingsway-Princeton College, London.

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Further details and booking forms are available from Caroline Pearce-Higgins, Education Officer, Crafts Council, 12 Waterloo Place, London SW1. Tel: 01-930 4811.

MATHEMATICS

Where do we go next?

By Douglas Quadling

Is there an answer to the numeracy problem?

Let me begin with four true stories: 1. The local camping store, where I was buying 9 gas cartridges. They happened to cost 37p each. The boy gave me 37x6=222 and asked me for £22. When I pointed out his error, he began afresh - 37x9= and arrived at the answer £3.13.

2. An examinations committee, which was reviewing the statistics: i. A level candidates 15,858 ii. O level candidates 35,351 iii. Candidates offering subjects at both levels 1,201 iv. Total number of candidates 50,008

The secretary explained that (iv) could be calculated by adding (i) and (ii) and subtracting (iii). A committee member: "Shouldn't you subtract a half of (iii)?"

3. A quotation from a university report: "During 1979-80 there was an overall decrease of 13 per cent in the consumption of oil and gas for heating, although the 1979-80 winter was only 11 per cent warmer than in 1978-79." (My italics.)

4. On my doorstep, 8 am: the milkman wanted 74p. I proffered a pound note, but he was short of change. I got 24p? No, but I could give him 25p. Right, give me that and the note here's 50p and a penny, then we're all square. "And so, of course, we were."

It is only incidental that all of these occurred in a "work" context; similar calculations arise often enough in daily life. (The boy behind the counter was doing a job, but my role was merely that of customer.) We might use the term "survival maths" to describe the level of numeracy that each of us needs to follow our chosen life-style - at work, at home and in leisure.

Of course, what constitutes survival maths varies from person to person. Some of us want to know the return on 50p at odds of 11 to 4, others to compare the returns from a building society investment with those from gilts; mother needs to get the joint, batter pudding and vegetables to the table simultaneously, while her cricket-mad son's interest in batting averages can motivate his breakthrough to decimals.

Our problem is to find how these competencies are developed. It seems to have little to do with conventional school mathematics. The boy in the camping store had a reasonable CSE, but failed to recognize the "ratio and proportion" situation staring him in the face. My committee colleague had once needed to pass mathematics to O level standard to get into the university. The administrator had no trouble working out percentages; his problem was to know which ones to work out. It was the milkman, who left school at 14 without a qualification to his name, who demonstrated the ability to "reckon on his feet".

Situations like these do not just call for computational skill. They involve a blend of problem-solving and numerical awareness. Calculations, when needed, are done by a variety of home-brewed methods according to the actual numbers involved - and almost always "in the head". One of the most important attributes is to know when a rough calculation will do, and if so how rough it can be. The typical mathematics text-book or work-card makes hardly any contribution to the development of such qualities, and it is not easy to see how it could.

One of the boldest attempts was that of the MMCP - the Mathematics for the

Majority Continuation Project. (It was a serious failure of the Schools Council that only a small fraction of its output ever achieved publication.) Out went "mathematics in its own right", and every item had to negotiate the turnstile of relevance to real life. The emphasis was on individual rather than class use, with the possibility for a pupil to choose his own activity. But these very virtues highlighted the problems of communication, particularly for the uncertain reader. Convert a "practical problem" into a workcard, and its identity is lost.

There have been some interesting local initiatives too. In my own area the Cambridge Secondary Relevant Mathematics Project, brainchild of a secondary teacher and the warden of the mathematics centre, has devised a lively workshop of practical activities calling for mathematical thinking, many of them drawn from local employment, or from home and hobbies. But the problem of assimilating this into the curriculum remains: it is still "maths", and unfortunately - since we cannot afford to let pupils make mistakes with expensive materials - some of it has to remain "playing at maths".

Projects such as these are significant milestones along the road to numeracy; but where do we go next?

There seems little prospect of further progress so long as we keep the curriculum locked into "subjects". Subjects are a great convenience for administrators; and at the level of specific knowledge it makes good sense to organize education in this way. But real life - which is where the numeracy problem has its being - does not recognize these divisions.

Let there be misunderstanding, let me make it clear that I am not urging a radical excision of mathematics from the school curriculum. Most school

mathematics is, and should remain, "user mathematics" - the mathematics that many children will require in their future careers. (The problem here is, that they will all require different mathematics. Should intending nurses have to learn trigonometry just because their classmates who are going to be engineers need it? Must potential economists study mechanics? But these are questions for another article.) And in the hands of an able and enthusiastic teacher a case can also be made for some "mathematicians maths" - investigations of number patterns, modular arithmetic, or even Rubik's cube - though probably only as an option.

But it is time that we rid ourselves of the illusion that survival maths is wholly, or even primarily, a job for the mathematics teacher. On the contrary, like language and social development it has to be the responsibility of the whole school - and, for that matter, of parents, shopkeepers, television presenters and anyone else with whom children come regularly into contact.

Of course, mathematics teachers do have a special role to play in this. We expect them to have expertise in

diagnosis and remediation, awareness of alternative approaches and access to parallel examples. Many of the problems they will have seen before, and will know from experience what solutions are most likely to be effective if exercised in a resource context, away from the pressures of the mathematics classroom.

We have been too ready to accept uncritically the argument which runs: "The basic numeracy of school leavers is inadequate. Therefore they need to do more arithmetic at school."

What evidence have we that this implication is valid? The children certainly do not accept it. The resigned indifference of many fourth- and fifth-year pupils to their mathematics classes should be making us ask some fundamental questions.

Is there an answer to the numeracy problem? I don't think we know. But if there is, it seems likely to mean fewer, rather than more, mathematics lessons.

Douglas Quadling is mathematics tutor at the Cambridge Institute of Education.

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Competence and confidence

Margaret Hayman on mathematics for non-academic pupils

The average person needs to know very little mathematics for everyday life, but this little should be known thoroughly so that it can be used with confidence. The importance of this is shown in the case of a young man sent to a job under a YOP scheme. He lasted exactly one morning and when asked why by the organizer said: "I had to use fractions and did not understand them."

To acquire this competence, most pupils need a great deal of repetitive practice which, unlike their teachers, they do not find boring. For instance, when teaching a non-examination fifth form in a comprehensive school, the girls always asked to do "bills" when given the choice because they could do these well and had the satisfaction of achievement, and they were much less happy when asked to do elementary algebra or geometry.

On the other hand, for some pupils, gifted at mathematics, this repetition is a great waste of time and very frustrating. The fact that the education system is philosophically opposed to separating children with very different abilities at an early age is responsible for many of the problems of low achievement in non-academic school leavers - work at the centre for science education at Chelsea College has shown that pupils are often worse at basic arithmetic at 16 years than they were at

11 - it is also worse for parents making considerable sacrifices to send children to academically biased schools.

Research has shown that most 11-year-olds and many 15-year-olds cannot think abstractly; that is they can not understand processes that can be demonstrated practically. For example, the difference between 2 apples cost 6p and 2x = 6. It is unkind as well as a waste of effort to expect these pupils to learn algebra and many of the other topics now in the secondary school curriculum. If we are prepared to have groups with similar mathematical ability, then the topics, the approach to the work and the speed of progress can all be designed with that group in mind.

What topics are we going to teach? There has been considerable research, for example at the Shell Centre at Nottingham jointly with the Engineering Training Board, and by the divisional careers officer at Wandsworth in conjunction with business men on the sort of mathematics non-academic school leavers will need.

All of a wide range of employers consulted by the Wandsworth group required the four rules applied to whole numbers fractions, and decimals, including money and metric units, simple percentages and rates of interest, areas and volumes in metric and imperial units, since these are

still used widely by industry; angles and simple properties of circles, approximations, estimations and the construction and interpretation of graphs and diagrams. Much the same knowledge was required in the Nottingham study mentioned earlier. Implicit, if not explicit, is also a sound knowledge of multiplication tables up to 12 x 12.

Although, as has been seen earlier, pupils are often happy with repetitive exercises within their competence, the school course is more rewarding if these basic skills can be embodied in examples which are clearly relevant to their future life or which have some aesthetic or practical appeal. *Basic Skills in Mathematics for Engineering - an illustrated guide*, published by the Nottingham Group in 1977, has some excellent examples of relevant mathematics. For instance, the first job for a craft apprentice is to make a screwdriver with five ridges round the handle and this involves measuring angles and dividing 360° by five. Each job is analysed and the relevant mathematics made explicit.

Ideally, the last two years of secondary schools should be used to acquire some specific skill. In one comprehensive school, about 30 girls in the fourth and fifth year followed the City and Guilds pre-catering course, and not only they them-

continued overleaf

competence and confidence continued

selves, but the whole school respected them because their training was clearly useful. There were always more pupils wanting to take the course than was possible.

The arithmetic involved covered most of the topics listed: weights and measures were obviously important, money sums for costing, ratio for increasing or decreasing recipes, logical planning and timing, reading meters and thermometers, volumes of containers and so on. The standard of arithmetic among this group was much higher than among comparable groups in the school.

There are eight such courses run by the City and Guilds Institute: Distribution, Construction, Science Industries, Food Industries, General Engineering, Office Practice, Basic Agriculture and Community Care, which could be used as the basis for a school course in the fourth and fifth year and which embodied the mathematics required.

Where a lack of equipment or trained staff makes this impossible, though the provision of these should be a high priority on education budgets and should be in the fourth and fifth year of secondary schools rather than for 16 to 18-year-olds in colleges of FE then the basic mathematics can be taught through various topics of immediate interest as shown, for instance, in *Constructive Mathematics* (1). In this, for example, a class reading magazines at the beginning of the lesson were asked which they enjoyed most and from the discussion a bar chart, involving measurement and scale, and a pie chart using knowledge of angles were drawn. Then the idea of frac-

tions and percentages of the whole was developed, and by asking other classes what they read the idea of biased samples emerged. For a large sample, like the whole school, calculators can be used for addition and percentages and the idea of place value and decimals become important.

Each idea was emphasized by many arithmetic examples using the principal and related ideas that emerged. Other topics developed from the number of arrangements of titles in a competition on the back of a sweet wrapper, planning a holiday abroad, and critical path analysis to have a meal ready at a certain time or a motor bike tyre repaired.

If the fourth and fifth year course in school is going to be work oriented, how are we going to examine it? The various feasibility studies for the common 16 plus examination have suggested a range of four papers of which each pupil will take two, so that the least able would do papers one and two. But at a recent meeting of the Metropolitan CSE/London University OL joint committee many teachers of these pupils thought paper two, particularly the algebra, too hard. This suggests that one paper should test basic arithmetic and the other practical applications of the kind we have been discussing.

The specimen papers published by the Wandsworth based group mentioned earlier are probably more realistic. Those pupils following a City and Guilds Foundation course mentioned earlier would do their appropriate examination.

A quite different approach to testing has been developed by the Shell Centre and the Mathematical Association and is now administered by the Royal Society of Arts. This is a

profile test (called SLAPONS). It consists of six papers, each of five questions. The first four test subtraction, addition, multiplication and division of whole numbers, fractions and decimals. The last two changing decimals to fractions and back, and estimations and approximations. These 18 results are plotted on a bar chart giving a "profile" for the pupil. This can then be matched with the "ideal profile" an employer thinks suitable for his employees.

This method has several advantages: they replace many different tests used by employers at the moment. The teachers know the contents of the test so they are familiar to the pupils, and since they are taken in January the employers know the results when interviewing candidates and the teachers have a chance of "remedial" teaching before the end of the school year, when the pupils can take a second paper concerned more with applications.

Only by accepting that different children from 11 years onwards, at least, need very different approaches to mathematics can we ensure that the least able pupils gain the competence and confidence in mathematics needed for their life after school. We shall no longer have the situation revealed by the test set by the Institute of Mathematics that only one-third of 10,000 fifth-form pupils were competent in basic mathematics and that they were so bored with school courses that 28 per cent of the pupils in ILEA were absent⁽²⁾.

1. *Constructive mathematics* - Bell 1978 - M. Hayman

2. The figure for ILEA on that particular day.

Mrs Hayman is head of mathematics at Putney High School, London.



Boy in a Kentish primary school who clearly doesn't find maths a bore.

Photo: Susan Taylor

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Uneasy at the interface

Employers still complain that they cannot select applicants able to pass simple mathematical tests. By Francis Kellaway

Many questions in mathematical education are unresolved; two which are of particular significance in these economic times deserve a fresh airing. The first asks what is wrong with the subject at the interface of school with employment and further education. The second, is what mathematics should be taught, and to whom?

In any consideration of the relationships between the mathematics of the secondary and tertiary stages of education, there is an old cynicism that bears repeating. In colleges of further education there is an agreement that the standard of attainment in mathematics is deplorable. The colleges naturally blame the secondary schools for this.

But in the secondary schools there is also dissatisfaction with the material from the junior schools. In their turn the junior schools find fault with the infant schools. Finally, it becomes evident that the whole responsibility

for a nation's weakness in mathematics must lie squarely with the pre-natal clinic.

To be serious, there has long been an uneasy dichotomy at the secondary-further transition. In some measure, it is masked in certain areas by the advent of the sixth-form college but overall enigmas, largely caused by non-communication, are all too prevalent. Colleges, which exist to serve industry and commerce, believe they know what they term the real world. Schools, naturally and properly, feel that their function is to educate, to foster attitudes and to impart basic knowledge, so that their pupils are able to realize their potential to the full in later life.

To the legendary objective visitor from Mars (or the equally legendary man on the Clapham omnibus) there is no conflict between these ambitions. The professionals see it differently. As an exercise in reconciliation, it

could be helpful to review what is required of the school-leaver when they take up a first job. But immediately one of the bases of confusion is apparent. Which school-leaver do we think about?

At one extreme there is the 18-year-old with good performances at A level in two, three or four papers including one or more in mathematics; at the other end of the spectrum is the youngster who leaves school at the earliest possible moment (probably in the middle of the summer term as soon after his sixteenth birthday as the law allows) having taken no examinations and being largely untouched by any class in mathematics from which he has been unable to absent himself.

Obviously the problem must be defined more closely. Neither of the quite typical cases just indicated is, in fact, likely to attend a college of further education. The former will follow a university degree course, and after graduation take up work which may require a high content of mathematics still to be better performed because of the training and attitudes inculcated in earlier years.

As for the quasi-innumerate early leaver, if he has any contact with further education, it will be in some form of remedial training, and the content of any appropriate course is not likely to include anything that merits the attribution of mathematics.

Which leaves some three quarters of the school population - the majority, and it is fitting to recall the Schools Council's Mathematics for the Majority project, and its Continuation project. There was an air of realism about these projects. The former included among its aims some common sense statements:

"To provide pupils with experiences of mathematical situations, encourage powers of judgment and the exercise of imagination; to give some understanding of the mathematical concepts which underlie the numeracy required for everyday affairs; to enable pupils to appreciate in some measure the order and pattern of their environment".

The Continuation Project, offering material for classroom that would im-

plement these principles, sought, in the words of its director, to help pupils "towards an understanding of the structures and interconnections of a complex industrial society and to use mathematical models as a means of achieving this understanding. We want to convey to the pupils the ways in which mathematics is relevant... and a tool worth using in problem situations outside the school".

This was all much in harmony with the recommendations of the Newsom Report *Half Our Future*, which also renewed emphasis on the need for pupils (and their teachers) to have a greater confidence in their ability to handle figures, and on a syllabus which prepared for successful everyday living by including "social arithmetic".

Where, then, is the dilemma? Why, a decade or so later, do employers, and further education lecturers, continue to say that their entrants cannot cope with simple problems or apply the basic rules of arithmetic with celerity and accuracy?

There is, indeed, a steady flow of additional evidence of the sort of mathematical skills called for in the sort of industrial and commercial situations in which the majority of school-leavers should find themselves. In both the Technician Education Council and the Business Education Council, representative committees have evolved for which the aims and content bear a recognizable resemblance to the needs of the working environment. Efforts by, among others, the industrial training boards, have sought to interpret to teachers the calculations actually carried out by the craft apprentice.

One example must typify the many exercises of this nature, though to be fair it is an outstanding one as regards quality, purpose and competence. In the mid-seventies conferences were organized by the Institute of Mathematical Education in Nottingham. They brought together representatives of industry, commerce and education in the hope of establishing some understanding about

mathematical shortcomings at the school-employment interface". Subsequently there was produced through the agency of the Engineering ITB a booklet which evoked much interest and has since been followed by an enlarged version. There have also been further IMA symposia and reports.

The booklets show the range of mathematics performed by engineering craftsmen through examples of manufacturing operations. Over and

over comes the need to apply the rules (multiplication, division, addition and subtraction) to decimals and fractions, to convert units, use of transposed formulae, use of fundamental geometry and trigonometry, of understanding such features as ratios, proportion, percentages and area tables.

Manipulative skills are done set theory, topology and other basic modern mathematics made apparent. A core syllabus was evolved from discussions at the conferences covered these aspects sensibly. The TEC and BEC programmes also offer valuable pointers.

But the quandary persists. School-leavers flood the job centres but employers still complain that they cannot select applicants able to pass simple mathematical tests. In colleges of further education much time is spent revising elementary work before applications to technology can be taught.

Is it possible that too much mathematics is being thrust at too many pupils in schools? For perhaps 10 to 20 per cent of an age group the old GCE pattern (or, if preferred, the equivalent modern maths pattern) is appropriate. For another 20 to 30 per cent a modified version can bear fruit.

But this leaves more than half of the boys and girls for whom the work with which they are confronted appears to have such little relevance as to become a completely unrealistic form of education. There have been brave attempts throughout Britain to change this unhappy picture. There does seem to be way ahead if selection (streaming, all it what you will) is accepted. Let the great differences of ability and aptitude be acknowledged; create homogeneous groups and provide each with mathematics (much or little, complex or elementary) suited to their potential. Some of the grumblings may disappear.

To suggest, however, that there is one corpus of mathematics which is suitable for all pupils is to deny the facts of life. A common syllabus is pay for the high flyer, but indigestible for the majority. Cannot the pretence of equality be abandoned, and recognition be given to the fact that half the school population are mathematics in its true sense incompatible? At the very least, could not these propositions be argued in depth? Or is the fable of the emperor's new clothes all too pertinent?

Francis Kellaway, formerly Principal of Leichworth College of Technology, and editor of Penguin Library of Technology.

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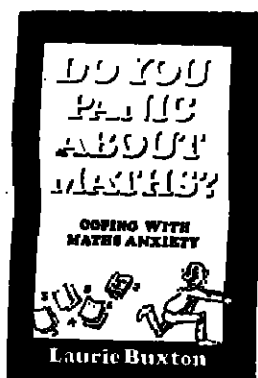
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What has curriculum reform achieved?

F. R. Watson surveys the mathematics curriculum development projects

"Though considerable efforts have been made, progress has been somewhat disappointing; sustained hard work will be needed if a satisfactory standard is to be reached"; perhaps a widely-shared view on curriculum development in mathematics over the last two decades? Has curriculum reform failed? Why have the outcomes been less than we expected? Or have our expectations been too unrealistic?

Most projects arose in response to some need, or change in conditions, which provided their theme, and justification. The wish to modernize the content of the curriculum led to the label of "modern maths". For some overseas programs this meant treating mathematics as an abstract structure; in Britain the approach was rather to add new ingredients (matrices, transformation geometry, probability and statistics) to the recipe, and to discard others, with SMP and SMG producing the two most popular "mixes" at secondary level.

Change in the primary years had come even earlier with the 1955 *Mathematical Association Report* and Miss Edith Biggs' influential *Curriculum Bulletin No 1* (1965). A widening to embrace simple geometry (shape), algebra, graphical representation, and probability was accompanied by an expressed concern for "learning with understanding", which, influenced by developmental psychology, usually involved "learning by doing" and a preference for the practical and concrete rather than the symbolic and abstract. "Understanding" was also an important aspect of the early secondary reforms—like virtue, it was widely admired, and few could be found to speak against it.

Later projects aimed to cater for the needs of the less-able (MMP, MMCP), to provide for the non-specialist (CMP, Maths Applicable), for individualized learning (RCMMP, SMILE, KMP, Fife), and for exploration and "mathematical activity" (ATM projects, S Notts, Leapfrogs). Today after such a flurry of activity, what remains?

In their recent *Curriculum development and mathematics* (CUP, 1981), Howson, Kettle and Kilpatrick write: "In official circles, there is now little enthusiasm for curriculum development; its stock is low. As a result many large scale initiatives have ended and there has been no support forthcoming for further work" (p 265).

We should not conclude, however that the efforts of curriculum developers were either valueless or wasted, nor go back to the mixture as before. It would be more profitable to seek to absorb the many useful ideas for teaching mathematics, along with the lessons for future curriculum change. (For change there will be—will it be

involuntary or purposeful?—look only at the potential impact of the calculator, which, at a stroke, renders obsolete much of at present—taught manipulative arithmetic—and perhaps of algebra too.)

There is no shortage of ideas and materials for the improvement of mathematics teaching—the difficulty lies in getting the best of present good-practice diffused more widely through the system. Never easy at the best of times, this is particularly intractable when teachers' centres are being closed as "economy measures" (penny wise, pound foolish?), and HMI and advisors, instead of picking out and distributing ideas during their travels, as bees do pollen, are otherwise preoccupied. Nor do I believe that "more control from the centre" would improve matters—indeed imposing new approaches on teachers who do not understand them, or who are unsympathetic to them, would almost certainly be counterproductive. A more subtle approach is needed in which official encouragement and guidance would help to make changes at the grass roots.

In the ATM and the MA, mathematics teachers have two first-rate professional associations which, through journals, conferences, meetings and reports can help teachers to exchange ideas and improve their teaching. Sadly, their combined membership accounts for probably less than one in five of teachers of mathematics in Britain. (If you feel "something should be done about the state of mathematics teaching", why not join one of these Associations, or persuade your colleagues to do so? Their addresses are given below; the (tax-deductible) subscription is trifling—do it now?)

A comprehensive review of mathematics projects would require a book in itself; here, I shall merely pick out a few instances which seem to carry lessons for us.

Geoffrey Matthews, Nutfield Primary project, one of the earliest, produced useful material for teachers, though little for pupils; it was left to the "Fletcher" series to fill that gap. Later projects (e.g. MMP) followed a similar pattern, leaving the teacher to adapt the ideas for his pupils. Such decisions have their dangers, as when the teachers are non-specialists (Nutfield and MMP) or lack confidence, or are just busy, preferring materials for immediate use. (Yet even the MMCP pupil materials were criticized: "it's difficult to see what it's all about until you've spent several hours going through the box—and I haven't time for that"). Perhaps there is no easy way. The teacher-proof package, incapable of misuse and requiring no expertise, does not exist—and perhaps this is no bad thing. The Nutfield project had another valuable aspect in its strong encouragement of teachers' centres for mathematics. Though described by Howson, et al as "that most valuable innovation and one which has still to reveal its full potential" (1981, p 264) these are now, alas, an endangered species. SMP's "compact" with the Examination boards and a commercial alliance with CUP were important for its success, but its twenty years of independent existence has provided continuity, security for its staff and a continuing organization for support and dissemination. Courses for teachers were usually staffed by the developers or early users of the materials.

In contrast, officially-funded Schools Council or Nuffield projects were usually short-lived (three to five years, although the Maths Applicable project achieved 10), so that project staff had to plan, produce and disseminate their materials—and look for a new job—in a time-scale usually far too short. Dissemination was given little weight in the early projects (good ideas will spread themselves?) and when this became recognized as a crucial issue, inflation was upon us. "Whatever happened to MMCP?" The teacher of 3d, struggling to make mathematics relevant, interesting and active, may well be wondering—if indeed the

project has ever been brought to his notice. (Twelve packs of material with many ideas, some good, others adaptable, were produced by groups of teachers.)

"The result of this system of working is a collection of ideas far richer than could ever have been made by an individual teacher or even by a single local group of teachers working together... further opportunity for development in almost every pack..." said the publishers. Sadly, only four of the packs were published, and the "rich collection of ideas" remains in a cellar. Spreading ideas accessible to teachers, its purpose elucidated, and the experience of use made available, informed judgment about it is impossible and must potentially fruitful effort may be tragically wasted. Faulty decisions on project funding, extension possibilities or publication policy can have catastrophic effects.

The involvement of teachers in materials production, a feature of both MMCP and SMP, draws on a wide pool of ideas likely to be viable in the classroom and creates a large group potentially very useful in the dissemination stage; the job is half done if the contributors are a ready source of experience. Such participation also provides a form of in-service training, reducing the distinction between curriculum development and INSET, to our advantage of both.

The Leapfrogs group present a rather different picture of innovation: no attempt is made to provide a complete course of teacher-proof material—indeed to reap full benefits a teacher needs a confident willingness to experiment. Essentially a loose exchange scheme for swapping pet ideas, this is a mechanism which could use more in other situations (the ITeMS catalogue). Even then, many teachers may still choose to wait, with one of the main school projects, Leapfrogs and similar informal movements have a very valuable part to play in stimulating, enriching and banking, whose successes, by a natural process of "echoes stealing", will gradually be incorporated in "mainstream" projects.

Ever increasing in a time of recession, are the demands for qualifications, for exam success—at any price—for a "back to basics" (back to BODMAS?), for "education related to the world of work". Teachers are under very heavy pressures, and will not find it easy to stand firm in defence of what has been achieved in the last 20 years.

It is difficult not to be gloomy when in-service provision is slashed, when in their areas, some i.e.s. are unable to offer posts to newly-trained mathematics graduates, when educational decisions are so often based on economic criteria or political dogma whose impact on the educational system is not thought through. Yet, on the "plus" side, the output of mathematics curriculum development projects bears comparison with that produced in any country, and I believe the best of our mathematics education is not surpassed anywhere in the world.

Between best and worst, though, there is a long stride; now we must concentrate on spreading the good practice, the successes and useful ideas, and this will need resources—and support—and money—and patience.

1. Mathematical Association, 29 London Rd, Leicester. Association of Teachers of Mathematics, Kings Chambers, Queen St, Derby.
2. Fletcher, H. et al, Mathematics for Schools, Addison Wesley, 1970-3.
3. Leapfrogs, Coldharbour, Newton St Cyres, Devon.
4. ITeMS: Ideas in the Teaching of Mathematics and Science (a combined catalogue of publications from several Universities, available from the author).

F. R. Watson is a senior lecturer at the Institute of Education, University of Keele, Staffs.

Saturday maths

Tony Gardiner on the value of maths clubs and how he and Gwyneth Gardiner ran theirs.

For two years we ran a Sunday evening maths club for undergraduates. But most students seemed strangely reluctant to take advantage of this unusual facility. Undergraduate ears, it seemed, were too old to hear the good news that mathematics is more than most lectures, textbooks, teachers and examination syllabuses might suggest. So after much thought, we decided to experiment with a maths club for 11-year-olds.

The club opened in May 1977, meeting on alternate Saturday mornings for two and a half hours in our home. Our aims were clear, though necessarily incoherent. We wanted children to discover the fascination and power of mathematics by doing it themselves, and to function as mathematicians on their own level.

In school almost all the material that is passed off as mathematics involves no more than a single routine step, carried out in an all too familiar context: apply this formula, use that rule, solve some equation. The most striking characteristic of mathematics—namely, that it is man's most effective means of analysing and mastering the unfamiliar—is thereby completely neglected. We wanted to find suitably low-level ways of developing the attitudes (confidence, discipline, stamina) and the abilities which could open up this hidden universe.

We wanted children to tackle hard, but elementary, problems, to respond to the initial challenge they present, to persist in the face of frustration, and to experience the satisfaction of seeing apparently unfamiliar problems succumb to their own mathematical analysis.

Experience suggested that many children might respond to such a challenge, but that such children did not always score well in ordinary classroom work. We therefore looked for children with a basic competence, who

were also interested in matters mathematical. In this we were dependent on the good will and judgment of teachers in local schools. Ninety per cent of the schools we approached did not reply but the other 10 per cent was sufficient for the club to begin with 16 or more regular members aged 10-12.

I shall outline later what we actually did in our own club sessions. But it should be stressed at the outset that there is no such thing as a "typical" maths club. Unlike ours, most of the clubs I know are school-based. They may select their members, or be open to all children in a particular form or age-group. They may meet once a month, or once or twice a week, during the lunch-hour, or after school. All make considerable use of games and puzzles. But some include medium term projects, such as writing a magazine, designing materials or games for younger children, or trying to discover, and then prove, some non-trivial mathematical result. (eg how many convex shapes can one make with the seven Tangram pieces?)

In the last few years many teachers, and a number of local authorities and other organizations, have experimented with a wide variety of extra-curricular activities in mathematics. For example (i) maths clubs, attracting anything from 10 to 100 regular members; (ii) short courses and mathematics weekends for the selected few from a single local authority; (iii) weekend residential maths workshops for a complete form; (iv) inter-house, or inter-school, quiz competitions; (v) quiz programmes on local radio; (vi) annual project and problem competitions; (vii) problem sheets sent to local schools (say twice a term) with problem-solving evenings to follow.

Two things emerge from all this. First, outsiders often make the mistake of thinking that "extra maths" can be

of interest only to freaks and weirdos. In reality most children are interested in things mathematical provided only that they are presented in a suitable form (witness Rubik's cube). Secondly, a satisfactory mathematical diet is not achieved by merely supplementing ordinary classroom with so-called "enrichment" material. To be really effective, extra-curricular mathematical activity must draw upon, and interact with, ordinary classroom. In our own club we were free to work as we wished. But as we watched club members develop over a period of two or more years, we had to accept that in the long-term, the success or failure of our own Saturday morning efforts depended to a large extent on what, and how, the children were taught the rest of the week.

What exactly did we do in our own club? We wanted to avoid flitting from one puzzle or problem to another totally unrelated one. Instead we tried to build up certain recognizable mathematical themes in a systematic way. (We certainly used games and puzzles, but always with a view to exploring the mathematics behind them.) Among the simplest and most profitable themes we would single out the following: (L) logic, proof, systematic analysis and explanation; (E) enumeration, systematic counting, probability; (S) geometry in two and three dimensions, tiling, imagining; (N) familiarity with ordinary integers—great and small, elementary number theory; (A) algebra, sequences, functions, graphs; (P) puzzles; (G) games, winning strategies.

These themes were not kept in separate compartments; for example our approach to (L) eventually exploited (E) (the systematic enumeration of possibilities), (S) (trying to answer geometrical questions which could not be handled by intuition alone—eg "Which semi-regular polyhedra

tessellate space?"), (P), and above all (G) (winning strategies—"If I go there, then you'll...").

The global strategy which these themes represent was certainly more important to us than to the children. But recurring themes are necessary for two reasons. First, to ensure familiarity with basic material (one of our regular surprises was to discover just how superficial and frail was the children's understanding of topics their teachers certainly assumed they had done). And secondly, to allow children to discover for themselves the unity and interrelatedness of all mathematics by finding unexpected connections between an apparently unfamiliar problem and some much more familiar phenomenon.

When introducing a new idea, or trying to ensure familiarity with basic material, we often used structured sequences of exercises. But the most successful sessions, by far, were those in which we posed a single problem, which was on the face of it far too hard, but which was so framed that the children wanted to solve it, and managed to make considerable progress. Here are some examples.

□ A man wears pants, trousers, shirt, two socks, two shoes. In how many different ways can he get dressed?

□ Given a square dot lattice. Find all squares with corners at lattice points whose area is a whole number less than 100.

□ I have an unmarked piece of wood exactly 12cm long. I want to be able to measure directly 1cm, 2cm, 3cm, and so on up to 12cm. What is the smallest number of marks I need to make?

□ Find a number between 400 and 500 with just six divisors.

□ Find all nets of the cube. Given a net, number the faces to make a proper die. How many differently numbered dice can one make?

□ Some regular polygons fit together exactly at a point; eg four squares. Find all possible ways in which regular polygons (not necessarily all alike) can fit together, exactly at a point.

□ Worms grow with cubical cells joined together face to face. How

many different worms are there with five cubical cells?

□ You have two jugs, a large bucket and a well. What quantities can you measure exactly if the jugs hold 42 pints and 91 pints respectively?

□ There are nine cards in a heap. You and your opponent take turns to remove one, two, or three cards, but must not remove the same number as the previous player. The one who takes the last card, or who leaves the other player with no valid move, is the winner. Can you win every time? How?

□ Find a positive integer N (in decimal notation) such that, when an extra digit 1 is adjoined at each end, the resulting number is equal to 99 times N.

I repeat that we were not interested in these problems for their own sake, but rather for the way they relate to one another and fit into the framework (L)-(G) outlined above; (the reader is invited to find as many such connections as possible). We were also guided by our desire to foster certain attitudes, which are so much more important than facts, but which are apparently neglected in syllabuses, textbooks, and most classrooms.

For example, the drive not only to look for, but also to analyse and to explain, patterns; courage and boldness when confronted with what looks like a hard question; imagining; guessing; checking one's guesses and revising them if necessary; awareness of the need for strategies and systematic methods; self-criticism; flexibility; and, above all, discipline and stamina.

However, our abstract interest in children and mathematics would have been totally worthless without the members themselves, who started out as strangers with names, but whose continuing interest, commitment, and sheer humanity brightened our Saturday mornings, no matter how weary the previous week's may work have seemed.

The author is a lecturer in the Department of Pure Mathematics in the University of Birmingham. The club described was run jointly with Gwyneth Gardiner, who is Head of Mathematics in Edgbaston High School for Girls.

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Syllabus approach and examination structure

By C. Plumpton

Considerable attention is now being paid to the loss of pension rights by workers who change jobs and have to transfer from one pension scheme to another.

However, there is another, and perhaps equally strong, reason for not changing employers, and/or homes, for those with teenage children, if such moves were to result in the children changing schools.

Apart from the trauma associated with changing home and school environment and leaving friends, the wide proliferation of examination syllabuses, which in some subjects might involve variations in "set" books, textbooks, and approaches to the subject in general can be very disturbing, particularly if the change takes place within two or three years of a GCE or CSE examination.

These problems are very prominent in mathematics, for which school curricula and examination syllabuses have been subject to considerable changes during the last 30 years – so much so that few parents are competent to help with the relevant homework! The impact of the School Mathematics Project and other "modern" mathematics projects and developments have resulted in most examination boards offering a choice of at least two mathematical syllabuses, one "modern" and the other "traditional", at the appropriate levels.

However, since the available resources in a school usually permit only

one syllabus being taught, a move by a pupil from one school to another using a different syllabus can result in a very difficult transition stage. Further, students entering university or polytechnic after following Advanced level GCE courses frequently have widely differing mathematical backgrounds, and many institutions find it necessary to give "remedial" first-year courses. But severe financial restrictions now being imposed on higher education, with consequent reductions of academic staff and student numbers, will certainly imply a raising of admission standards and less support for those who, through no fault of their own, are ill-prepared to start higher education courses.

In an attempt to resolve the dichotomy between "modern" and "traditional" mathematics, and to satisfy the needs of universities and polytechnics (by far the major "users" of those with Advanced level mathematics qualifications), as outlined in proposals for an Advanced level core syllabus in mathematics recently published by the Standing Conference on University Entrance (SCUE), the University of London Entrance and School Examinations Council (the London GCE Board) has developed a system of combined "modern-traditional" syllabuses at all levels of GCE. This means that, from the June 1984 examination, there will be only one main route through the examination syllabuses offered. The ordinary level mathematics syllabus B, first examined in June 1980, and the well established Alternative Ordinary level combined syllabuses are to be followed, from June 1982, by a new set of combined Advanced level mathematics syllabuses, mathematics and further

mathematics syllabus B, pure mathematics, pure mathematics with statistics, and applied mathematics, which combine "modern" and "traditional" topics so that there is a consistent progression through the system.

This Advanced level syllabus and examination structure gives the advantages of a basic common core, very close to that published by SCUE and based on a core syllabus developed by an inter-GCE Board committee, already agreed, at the time of writing, by a number of the GCE Boards for inclusion in their Advanced level syllabuses, examined by two papers without choice of questions on "Pure mathematics". This basic common core will be supplemented by a limited modular system with choices of applied mathematics, mostly theoretical mechanics with some probability, further pure mathematics or statistics, each examined by one further paper to constitute the subjects mathematics syllabus B, pure mathematics or pure mathematics with statistics respectively. It was felt that a "half-subject" involving both mechanics and statistics was inappropriate; neither can be properly covered if both are attempted in a "half subject". The statistics option follows closely the London GCE Board's earlier pilot scheme, leading to the existing syllabus, in which students are expected to have done experimental work in what is, after all, an essentially practical subject. Even the choice of pure mathematics and applied mathematics as separate subjects is restored in the new structure. However, as the student reaches more advanced topics, some choice must be permitted. In fact, the London structure has been devised so that, after a basic syllabus has been covered, students hoping to progress into engineering, economics, computer science etc can select topics most likely to be applicable to their future studies without neglecting the fundamental material. Naturally there has had to be a choice of what should be included in the syllabus and what should be omitted.

No syllabus can be the final word but must be subject to perturbations, large and small, from time to time. Other GCE examination boards are developing syllabuses and examination structures such as those described above, but of course with "local" variations to suit their own clientele. Hopefully, these new syllabuses will help to overcome some of the problems outlined earlier.

In the London GCE Board's examination schemes, multiple-choice papers, allowing a very complete syllabus coverage and containing a variety of question-types, have been included at Ordinary and Advanced levels, and the use of calculators is still to be allowed at all levels, except in multiple-choice papers. Calculators are with us to stay and their use is little doubt that their use will be encouraged and perhaps even eventually demanded by the examination boards.

In fact, the rapidly growing CEE subject, "Mathematics with Applications" developed and offered by five of the GCE Boards including London, on an inter-Board basis, a calculator is already essential, and this may well point the way to a gradual phasing in of the calculator until it becomes an essential tool at both school and work. Many senior examiners today would regard the efficient use, as a tool rather than as a master, of a reasonably priced but quite complicated calculator alone as worthy of significant merit.

At all levels, demands for "open-ended" questions, "everyday" problems and realistic applications have led to much discussion. Indeed, examination boards are sometimes under pressure, from some employers and educationists, to set realistic and practical questions. Would that those who make such demands could produce syllabuses and questions in these contexts which are mathematically sound and not too difficult or obscure for the candidates involved. Perhaps a new initiative now being taken by the Committee of Professors in Operation Research may lead to some advance in this field, at least for Advanced

level applied mathematics papers.

After a long gestation period, the London GCE Board has introduced its new alternative ordinary level subject applied statistics, with the first examination to be held in June 1982. Devised to support Advanced level studies as diverse as economics, biology, geography, geology and history, this subject is intended to give students a feel for numerical data and should not be confused with the more usual Ordinary level subject in mathematical statistics, which is usually condemned by professional statisticians. To appreciate and complete this subject, a student need only have studied for, but not necessarily passed, Ordinary level mathematics.

The move to combined "modern-traditional" mathematics syllabuses and examinations has influenced developments for the new 16-plus examination system, including the work being done jointly by the London GCE

Board in conjunction with the Anglian Examinations Board and the London Regional Examinations Board. However, the detailed work on criteria, syllabus and examination development for the new 16-plus examination system is now the subject of widespread discussion and cannot be dealt with here.

Finally, it is to be hoped that, at the terms "modern" and "traditional" mathematics can be laid to rest, stability can be restored and that examination syllabuses can continue to stimulate and encourage good practice and sound study of mathematics in schools and colleges.

Dr C. Plumpton was formerly Head in Engineering Mathematics in Queen Mary College, University of London, and is currently Moderator of London Entrance and School Examinations Council.

A fresh start

Lucille James suggests ways of keeping interest in learning alive

After a fortnight in a new school, a young teacher summed up: Their actual knowledge bears little relationship to the syllabuses they are supposed to have completed in the past two years. Yet, one pupil has confessed: "My dad thinks I don't do hard enough Maths, 'cause we did exercises in this book last term." It's frustrating! Parents should appreciate that teaching methods of solving difficult problems to pupils who are ignorant of basic maths is analogous to teaching an individual to spell and define difficult words before he has attained the basic reading skills of recognizing the letters of the alphabet and knowing what sounds they represent, either singly or in groups.

Given such an analogy, parents might appreciate the toughness of the circumstances, I reflected and advised my colleague to discuss the matter with the head and request the latter to send out a circular explaining the situation to the parents concerned.

Unfortunately, rather than become involved in such proceedings, my friend decided to find another post for the next academic year.

So vanished the chance of getting even a small number of parents to grasp the following points: Parents are at least partly responsible for the rapid specialist teacher turnover. Destructive criticism of their offspring's standard of work is unlikely to spur the children on to greater efforts. The specialist teacher – particularly in the case of mathematics and science – must either build on the pupils' basic knowledge or, when the latter is lacking, teach the fundamentals and then get his pupils to sustain enough effort to reach the standard appropriate to their age and ability.

In view of the rate of "turnover" in the field of mathematics, it is essential for the teacher of this subject to give the pupils in his new school – ie, those children aged 12 and upwards – a test at the beginning of the term.

Asked, for example, to express 3,600 in prime factors, pupils insufficiently practised in work with prime numbers will often include 1 or 10 – or even 100 – in their answer. This indicates that, in spite of what the class is supposed to know, the teacher must – adequate practice in prime number exercises. He may find some pupils unaware of the fact that Dividend = Divisor × Quotient + remainder, others who simplify $8a + 4a + b$ as $12ab$ and $a \times a \times a$ as $3a$ and yet others who cannot say whether a given angle is 40° or 140° .

To put it briefly, one must not be amazed to discover that certain members of a second year class have been unable to attain the knowledge they should have grasped at 11 plus. Such pupils can easily be left further behind, with each change of teacher. To avert so disastrous a consequence, the new teacher's only course is to give these pupils a fresh start. He should be wise enough to bear in mind "the importance of Mathematics as an instrument of social organisation" (to quote T. P. Nunn). However anxious his

pupils' parents may be to observe their children engaged in new and difficult mathematics, he has to remember that prime numbers division and the elementary ideas of algebra and geometry are too important to be glossed over.

As children are not angels and will hardly relish "going over again" elementary work taught in an ordinary traditional fashion, it is necessary to make the work as interesting as possible. For example, one can point out that the sum of the n 's and n in the word $abacus$ can be written as $2n+1$, never as $2n$. On another occasion, by net them to use the protractor correctly, one may employ programming by means of flow diagrams.

Through the judicious use of such tactics, one brings the pupils to the point where it is possible to generate confidence by means of elementary algebra.

Here, the initial step is to encourage them to practise solving questions mentally. One child is asked to think of a number and another is asked to operate on it, e.g. "add 4 (to the number)". The first pupils gives the answer to the operation. The first gives the answer to the class to find the number puts up a hand; he explains how he discovered the number and the game goes on.

The second step is to ask: "How do you find the area of a rectangle?" The formula "area equals length times breadth" is then translated into symbols. Thus, with the use of a and b letters, they learn to write three distinct formulae for the area: $a \times b$, $b \times a$, $a \times b$. Similarly, they will grasp three ways of expressing the distance-speed-time relationship: $d=st$, $s=d/t$, $t=d/s$.

The next step is to translate "what is a number?" equations into algebra, for example: $n+4=9$, $n=5$.

At the next stage, one introduces problems which the average child would find too difficult to solve and which the teacher must learn to solve mentally. First of all, the pupils practice step by step, translation and solution eg.

- There are 20 more boys than girls in a school. If there are 30 girls, how many boys are there? ($X+20$)
- How many pupils are there in all? ($X+X+20=2X+20$)
- There are 400 pupils in the school. Write the equation showing this. ($2X+20=400$)
- Solve the equation. ($X=190$)
- How many girls are there? (190 girls)
- How many boys are there? ($190+20=210$ Boys)

The games goes on and, as the pupils become more deeply involved, the teacher can find meaning in mathematics, acquire a sense of achievement and become increasingly motivated towards learning the subject.

Survival, and how to enjoy it

Ron Dawson welcomes a new key text

Psychology for Teachers. By David Fontana. Macmillan Psychology for Professional Groups series £12.50 and £4.95.

In the worlds of education and psychology, the arts of compromise and avoidance, eclecticism (generally blinding euphemisms for saying nowt of worth, interest or meaning) are rapidly winning the status of saintly virtue.

Similarly in these worlds the holding of a declaration of a preferred point of view is simultaneously taken as a declaration of one's extreme foolishness or supreme arrogance or, at worst, both.

David Fontana provides in this book a refreshing break from these smothering paradigms. This is not to say that he excludes discussion of all viewpoints but his own; indeed although he may be accurately described as a cognitive psychologist he not only introduces and discusses other approaches, he positively advocates them in those areas where he considers that they provide the most useful and practical conceptual framework or insights for the practising teacher. The clarity of his views by today's standards is unadvised and will be regarded by some as shocking, if not naive. In his chapter on Class Control and Management, for example, he offers "no rules" for providing to classroom teachers, forcefully challenging the view "that inexperienced teachers should not be given guidance of this kind, but should be allowed to develop their own teaching styles in response to the particular groups of children with

whom they work." My main quibble with David Fontana here is that his 16 rules would not go amiss with a goodly proportion of experienced teachers too!

The way the book has been put together is interesting. It is one of a new series of psychology textbooks for professional groups to be published by the British Psychological Society in conjunction with Macmillan. Each volume is edited by a recognised authority in each professional area. The volume editor then draws upon 47 specifically commissioned chapters prepared by leading psychologists and covering 23 psychological topics to form the core of the volume and supplements these selections with some specifically prepared chapters.

Now a frequently expressed belief of teachers with regard to books of this type is that all too often they are quite simply psychology textbooks with a few educational postscripts tacked on retrospectively. As this volume is published in conjunction with two others in this series, *Psychology for Management* and *Psychology for Social Workers*, I was able to put this belief to the test by checking the overlap of chapters between the three texts. Of the 16 chapters in this volume for teachers only three are included in the volume for management and only three in the volume for social workers. The volume editors really do seem then to be exercising their powers of selection.

In this volume for teachers, however, David Fontana has extended his editorial role to follow each chapter not specifically written for the volume with a section in which he details with notable clarity and lack of ambiguity the very prac-

tical relevance of the theories and issues discussed in that chapter to the teacher. In addition to these important and superb sections each chapter is also followed by a number of questions, successfully designed to draw the reader's attention to the most important issues discussed in the text and to promote further thought and discussion, and a formidable, but generally well selected, list of further reading.

The book is divided into four main parts. Part I looks at the child in the home and discusses the importance of parent-child relationships and the influence of family size and social class upon performance in the school. Part II examines such cognitive factors as concept and language development in young children, intelligence, creativity and learning, and is perhaps the strongest part in terms of providing useful theory. Part III is concerned with the more affective factors of personality and its relation to learning, moral development, and knowledge of self. Finally Part IV, possibly the strongest in terms of direct practical utility to teachers and in deepening their awareness and understanding of the unique and central role they hold in the educative process. It deals with social interaction and teacher-child relations including teacher personality and characteristics, and it is in this last part Class Control and Management can be found – a chapter highly recommended as a useful starting point for any teacher experiencing difficulties in this area.

Notable, and for me welcome, omissions, are the somewhat worthless chapters on the history of psychology, types of psychology, and the functioning of the central nervous system, found all too often in

texts of this type. The layout is attractive, with wide margins not only making reading the relatively small print deceptively easy, but also allowing for copious note-making and comment as one reads these condensed but worthwhile 400 pages.

Although intended for both teachers in service and in training, I suspect that some student teachers may find it quite heavy going without much personal effort and much guidance from tutors (a tutor manual is available for the guidance of tutors) if they are to gain maximum value from the tight, concise, and information-packed style which characterises the book throughout. Such effort, however, will be well worthwhile. Each chapter deserves several readings and almost certainly the more informed the reader the more he will get from them.

This is not, then, a book for those who like a liberal scattering of glossy and often meaningless photographs in their textbooks, nor for those who like their reading to be an easy accompaniment to watching match of the day or the Tuesday film. It is open to selective dipping by chapter, each representing a scholarly, informative and complete text which deserves and rewards close and attentive reading. It will almost certainly become the standard text for numerous courses of teacher training. Unfortunately I find that many serving teachers feel that psychology has little to offer them in their daily struggle for survival in the classroom and will avoid even a cursory peep into these excellent pages.

More the pity, because his book demonstrates they are wrong and, more so, it demonstrates not only how psychology can help them to survive but possibly how to enjoy their survival too.

Michael Marland

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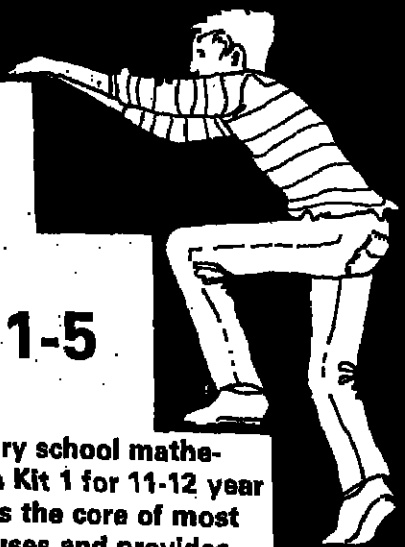
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books

Paperbacks

Out of town

The Common Ground. By Richard Mabey. Arrow Books £1.95. 0 09 926450 1. Trees and Woodland in the British Landscape. By Oliver Rackham. Dent £4.95. 0 460 02823 7. Benningfield's Butterflies. Paintings and drawings by Gordon Benningfield. Text by Robert Goodden. Penguin £4.94. 0 14 00 6026 X. All the Birds of the Air. The Names, Lore and Literature of British Birds. By Francesca Greenwood. Penguin £3.95. 0 14 00 5532 0.

By now, even the most single-minded naturalist must be aware that it is no longer possible to take a purely academic interest in his subject. Nature needs to be taken of the wider issues of ecological conservation: whether indeed the plants and animals we study, or simply enjoy, are likely to survive for succeeding generations, except - heaven forbid - in far-flung nature reserves. Richard Mabey's *The Common Ground*, written at the instigation of the Nature Conservancy Council "to widen the public debate on nature conservation", is a ramifying saga of conflicting interests, highlighted by the stormy passage of the 1980 Wildlife and Countryside Bill, which the author gloomily surveys in his forward to the new paperback edition. Mabey's most important message, perhaps, is that the public should not be blackmailed into accepting the producer-inspired view that conservation is a luxury which must inevitably be paid for by higher prices. There are alternatives in land-management policy, here expounded and backed up with impressively presented evidence.

Much of Mabey's wide-ranging survey of pressures on a land which is essentially "common" to us all is also the subject of Oliver Rackham's *Trees and Woodland in the British Landscape*, first published in 1976. Like Mabey, the author knows that ancient deciduous woodland, once grubbed out, cannot simply be replaced by new plantings, for it commonly contains natural communities that may have taken centuries to build up. Both argue strongly for the abandonment of myopic short-term practices and a return to others at once profitable and less deleterious: coppicing of the under-wood, for example, which used to be such an important crop and, as a steady resurgence of local crafts suggests, "might be again". One of the publishers' Archaeology in the Field Series, Rackham's book traces not merely the history of our tree-land-



The Sacred Egyptian Bean, one of 32 magnificent colour plates from "The Temple of Flora" a new shortened form of Robert Thornton's celebrated work based on the Linnaean system of plant classification. This edition has a new introduction by Ronald King (Weldon and Nicholson £18.50).

scape from its earliest beginnings but also provides advice on how to assess the age of a woodland area - an approach which makes this reviewer, at least, resolve to view his own most favoured woodland with a fresh eye. So far as individual organic groups go, butterflies are among the most sensitive indicators of changes in land-use, and many already take a good deal of locating, as Gordon Benningfield found in preparing the illustrations for *Benningfield's Butterflies*. All by now will be familiar with Benningfield's work since his designs were used for the series of four highly appealing stamps issued to mark the Butterfly Conservation Year. Their necessarily extreme emphasis on subject perhaps suits his style best since insects - 25 species here, shown in large format - may not be to everyone's taste. In addition to describing how he actually works up to the paintings, the artist tells us where and in what circumstances he saw his butterfly subjects, while lepidopterist Roger Goodden provides more detailed biological descriptions.

Anthony Wootton

Decoding the environment

Town and around series. Exploring the Land. Exploring the past. Exploring society. Land and work. Life in the past. Using our leisure. Where we live. The past around us. Modern Britain. By Clifford Lines and Laurie Bolwell. Macdonald Educational. £1.75 each. Teachers' book £1.50. (Complete set available at the special price of £15.95 if purchased before 15 December 1981).

Recommendable books for remedial pupils are not in plentiful supply; so it is gratifying to be able to report that Macdonald's ambitious new series, *Town and around*, should live up to the publisher's claim that this is a "major development in the provision of curriculum materials for pupils with learning difficulties".

The books have been designed as a nine-book course in environmental studies for 11-13 year old pupils but the reading age of the books has been kept at the level of a nine-year old to ensure that pupils with learning problems can make sense of the text. The series is divided vertically into three divisions - Geography (colour-coded green), History (brown) and Social Studies (blue) - and three horizontal divisions corresponding to three grades of attain-

ment. Band One (colour-coded yellow) consists of foundation books in Geography, History and Social Studies which introduce basic study skills such as mapwork, oral history and neighbourhood investigation. These are "developed and reinforced" in Bands Two (orange) and Three (red).

Purists teaching Environmental Studies may object to these self-contained subject divisions but the arrangement does have substantial advantages since the *Town and around* materials can be used individually within each separate subject field or grouped together in an integrated course. To make the best possible use of these materials it is essential that teachers acquire the excellent Teachers' Book which explains the aims of the series and shows how it can be used and developed in class.

From a technical point of view the books are very attractive to handle (user-friendly in the current term, I believe) in their square format, limp-back binding and use of alternate full-colour. Photographs (of variable quality) maps, diagrams and original artwork are closely integrated with the text and the assignments. The design layout is first class.

The relevance of the actual content of the nine books to the re-

quirements of slow learners aged 11-13 is rather more debatable. Those in Band One all have identifiable objectives and successfully introduce the working methods of the three approaches - geographical (*Exploring the land*), historical (*Exploring the past*) and sociological (*Exploring society*). In Band Two the geographical title, *Land and work*, is a useful survey of the use made of rocks and resources but *Life in the past*, reviving the old concentric idea of going backwards from the present day, spans nine centuries in 48 pages. *Using our leisure*, devoted to topics such as football and the cinema, is more peripheral and the assignments seem somewhat forced. The Band Three books depart even further from the mainstream. *Where we live* is basically a sequence of sample studies of what it is like to live in Birmingham, East Kilbride, Torbay and Thaxted. *The past around us* deals almost exclusively with mental history of a Worcestershire village and advertising, law, energy, unemployment and immigration. These quibbles apart, this is an imaginative series well worth investigating.

Philip Sauvain

Curious tales

An English Journey. By Richard West. Chatto and Windus £8.50. 0 7011 2584 5.

The Journey in this book begins in Merseyside, traverses England clockwise via Durham, Norwich, Canterbury, Salisbury and other cathedral cities, and comes the full industrial circle to end in Birmingham. It provides a series of pegs upon which the author lets it all hang out to dry: chiefly his own opinions and prejudices, both outer coverings and more intimate attire, but also articles of varying durability borrowed from other authors in the same tradition.

That, says the blurb, is the well-known English tradition of "the opinionated traveller". The author's version of the claim is given in his first paragraph. He is one of those who "make England bearable by their mockery". The others include Cobbett, Muggidge and "some of the younger writers for *Private Eye*", which tells you rather more of what to expect.

As to the content of his opinions, he kindly offers two catalogues of the best and worst things to have happened in England during the last 25 years. The former includes (I select those of professional interest to readers of the TES): the Arts Council, commercial TV and radio, comprehensive education, metrification and decimalization (shudders of Cobbett's obsession about paper-money), the Series 3 Liturgy, all new universities, the Race Relations Act and the Equal Opportunities Commission. The latter, which is half the length of the former and took him twice as long to complete, contains such weighty items as the Campaign for Real Ale, the restoration of York Minster and the Peter Simple column in the *Daily Telegraph*.

Such a list brings to mind not so much Cobbett as Juvenal - indeed Juvenal himself described his satires as *farrago*. West's basic equations are precisely those of Juvenal and Cobbett: present bad, past good; town bad, country good. He also shares a tendency to mix the impor-

tant with the trivial. Juvenal's best New's crimes begin with *moles* and ends with his singing on the stage. So West writes: "I knew the vakkia, the so-called Prague space transplant surgery". I find in the like the insertion of the Nazi invasion of Austria into the circum-bicent slush of *The Sound of Music*; this is mockery, it makes the less, not more, bearable.

Lack of moral sensitivity is Juvenal's greatest failing as a satirist. Like Aristophanes or Molière, Johnson, he is fundamentally contemptuous of his fellow men. He does West come out on this one. Against him counts a tenderness towards nature in general and birds in particular - commonly a bad sign in this respect. In his *foreword* counts his love of pubs: not just the characters with curious tales to tell but the atmosphere of the place. He loves the dog - the converse of size of the dog-keepers he castigates.

But good satire needs not as judgment and sensitivity. It does needs style. Here I found *An English Journey* disappointing. First there is little distinction in the writing. The rhythms in particular are almost uniformly slack. "Easy reading, but writing" was the title of an essay in an earlier *Guardian* man, C.E. Montague. Too much of this book was written too easily. But I still remember him on Rye: "quiet as the same as dead"; and on Liverpool: "instead of a city without a cathedral, we now have a cathedral without a city". And his list style is especially well suited to *dear* satiric telling.

Finally, there is the question of tone. Unrelieved spleen in West pulls as quickly as unrelieved gaiety in Kipling, and I found it hard to get through the first quarter of the book, on Manchester and Liverpool. Perhaps satirists are more digestible in small doses. Or perhaps it is just that Juvenal is infectious.

John Dancy

Organizing parties

Parties and Pressure Groups. By W. N. Coxall. Longman £2.25. 0 582 36621 6.

This book achieves its purpose. It considers first the characteristics, and roles of parties and pressure groups; second, their organization, principles and factionalism; and third, their impact upon the political system as a whole. Suitable for sixth forms and colleges of further education, Coxall's study considers the relationship between party and pressure group. This theme begins on the very first page by assessing the effect of the 1975 EEC Referendum on parliamentary government as party democracy and group representation. This is a particularly helpful approach as it appears that the use of referenda may become widespread with the recent and controversial Heseltine rate-referendum initiative.

Much useful information is available, on the structure and principles of the three parties, which is often difficult to find quickly other than by having remembered to update a press-cuttings file - is included in each chapter. Relevant quotations

from MPs and academic authorities are supplemented by a comprehensive reference section and bibliography, which will encourage and guide students to read further. I would, however, have wished for greater reference to different perspectives on parties and pressure groups. The section on factions within parties, (a must for a level candidate), ought to have mentioned the so-called Militant Tendency within the Labour Party, as so much prominence has been given to it, and a more succinct analysis made of the relationship between factionalism and party leadership. I don't understand why a book which covers the 1975 General Election does not include a near up-to-date information on such points as sponsored MPs, party ing on conscience issues, trade union membership and party income. In spite of this, Coxall moves the student from the traditional "representative and responsible" model of British politics to that of "responsiveness and accountability". At £2.25, most departments and libraries could buy several copies.

Richard Evans

Peers of the realm

Their Noble Lordships by Simon Winchester (Faber £7.95) is a series of anecdotes about the titled, never sparingly a superlative, which, although supposedly about the hereditary peerage, quotes Lady Wootton (a life fillet steak to the embled (She should change her butcher).

It tells us more about Mr Winchester than about its exalted subjects. He

lacks the confidence to sit down at Chatsworth without looking behind at a footman who will find a position his chair, but doesn't find out that separate salt and pepper holders are put at each place setting. (The Duke should change his chef - perhaps his guests). Those doing a level Britcon (or anyone else for that matter) should seek knowledge elsewhere.

Carl Slevin

Town centres

Philip Sauvain

Script Series in Geography. North American Urban Patterns. By Maurice Yates. £10.95. The American Metropolitan System. Present and Future. Edited by Stanley D. Brunn and James O. Wheeler. Edward Arnold. £12.50. The Study of Urban Geography. By Harold Carter. Edward Arnold. £6.95. Urban Geography: Models and Concepts. By George Gordon and William Dick. Holmes McDougall. £2.95.

Bonnyville with a population of 44 million is apparently the largest urban region in North America. Readers who are momentarily stunned by this information will recover when they work out that this is the urban region which embraces Boston, New York and Washington. Presumably the British equivalent is Llanelli in the north of England.

Despite its exclusive concern with North American urban patterns, Professor Yates's excellent new book is always of great interest to British geographers since there are many parallels to be drawn between this study of the major urban regions of the USA and Canada and the equivalent contributions of the British Isles. Particularly valuable are the many diagrams, maps and tables of statistics which illuminate the text, such as the figure on page 12 which provides a fascinating analysis of the hierarchical structure of the larger metropolitan areas in the North American urban system.

Equally relevant in the context of

British urban geography is the stimulating collection of essays which Professors Brunn and Wheeler have edited in the companion volume in this series, *The American Metropolitan System*. The major thrust of this book is to identify some salient features and problems of contemporary and future American metropolitan systems. Five major topics are defined, such as changes in the spatial form of the metropolis, changing economic functions, studies of population and of policy issues.

A particularly interesting chapter, regrettably steeped in jargon, is contributed by Susan R. Bruckner-Gross. She "posits the major question of whether or not the diffusion of telecommunication advances, such as multiple cable television, teleconferencing, videophones, and interfacing telephone and computer systems, will spread rapidly through the entire urban hierarchy and result eventually in the substitution of communication for commuting". Or will Prestel rule our lives? Her answer, after a careful study of available evidence, is that it will not. "Businessmen will continue to agglomerate near one another" and "as communications reinforce bonds over space, occasional face-to-face validation of those bonds would recur" - which I take it to mean that commercial travellers will still want to meet each other over a pint!

Professor Carter's excellent textbook on urban geography was first published in 1972 and appears today in a new third edition in which there has been substantial revision and updating, including the deletion of two chapters from the second edition and the addition of three new chapters

on the housing market, on special inequalities in the city, and on the city in the developing world. The essential structure and purpose of his book remain the same, however, "the presentation of the work published by urban geographers and others concerned with spatial aspects of urbanism". This book has already been very favourably reviewed and there is little I can add except to welcome this new edition wholeheartedly and endorse it as being eminently suitable for "students in further education who wish to specialize in urban geography to an extent greater than is usually provided by general courses on human geography".

It should certainly be made available for use by A level students but teachers wishing to adopt a textbook for use in the sixth form will probably turn instead to the Holmes McDougall survey *Urban Geography: Models and Concepts*. Doctors Gordon and Dick pitch their text at a lower level than that of Professor Carter and, for the average A level candidate, these large clear pages, excellent diagrams (in which the use of a second colour plays a prominent part), full page aerial photographs and copious assignments, will make an excellent starting point in urban studies. Four main chapters cover urbanization, models of urban structure, towns and central places and the internal structure of urban settlements. A final chapter on methodology includes useful summaries of the familiar methods of collecting data, mapping and statistical methods, simulations and network analysis.

Equally relevant in the context of

Children's literature

Quests for identity

The Stonewalkers. By Vivien Alcock. Methuen £4.95. 416 20700 6. **Clemency in the Moonlight.** By Barbara C. Freeman. Macmillan £4.95. 333 31176 0. **Swan's Wing.** By Ursula Sygne. Bodley Head £4.95. 370 34425 X.

All three books here reviewed may be loosely classified as "fantasy" and yet they are very different in character. *Swan's Wing* by Ursula Sygne is a charming tale of stone figures coming to life and stalking the countryside; *Clemency in the Moonlight* by Barbara C. Freeman is a gentle ghost story cum time-fantasy, in which the fabled of the Longbrooke family shift over two centuries, through the medium of a girl and a cat.

Swan's Wing is a strange amalgam of Anderson stories - "The Wild Swans", "The Snow Queen", a hint of "The Goose Girl" and so on, grafted on to the story of Matthew the stone carver and his quest for perfection. As a child, Matthew knew that one day he would carve a Christ who would "step down from his cross and walk". As a man, he knows the world seeking to come to his vow. On his journey he meets Anderson's eleventh "swan" who is white; him, half-man, with a swan's body and Gerda, the goosegirl. Together they find their way to the God who is said to have stood to create the world. Gerda breaks her magic spell, to break the spell, and Lohar becomes not wholly Prince, but wholly Swan, dying away to his fellow and glorying in his freedom. Matthew, too, finds release from his limitations of his skills. Only Gerda, the various markers with a journal, is a piece of expression. The

swans" as the country people say. *The Stonewalkers* too is a quest, for identity, but very different from *Swan's Wing*. Poppy has been pushed around from one foster mother to another while her widowed mother was in and out of hospital until she no longer trusts human relationships. She lavishes her affection on the statue she calls Belladonna. In a thunderstorm Belladonna comes alive though, and then begins to free other statues - in the stonemason's yard, the graveyard - and terrifyingly they march off across the moors. Horrified, Poppy and Emma, with whom she has struck up an uneasy friendship, try to stop them; only to be swept up and carried to a huge cavern in the hills. Poppy realizes that the statues want to be human, but they can only ape movement - they have no understanding of love or friendship only an overwhelming anger. Eventually this anger turns upon itself and the statues destroy themselves, allowing the girls to escape. But Poppy is changed. Now she can see her mother as a real loving person. The stone shell she built to protect her from her unhappy life has fallen away.

Clemency in the Moonlight is not its author's best work - the blending of past and present is cruder, less natural than in *A Pocket of Silence*, but it is, nevertheless, a compelling story. On the one hand, we have Old Crom, the aesthete wrestling with Flecktor, the unscrupulous businessman as the pre-dawn Longbrookes feud. On the other, we have the eighteenth-century Longbrookes as portrayed in their own Long Book quarrelling with equal violence. Clemency, Old Crom's great niece, is transcribing the Long Book and through her both stories unfold, until Clemency passes from the present into the past and effects a kind of reconciliation in both ages.

Valerie Alderson

Penny wise

Moneywise. By David Butler. Harrap £1.75. 245 53517 9. **Money and Finance.** By The Economist Newspaper Ltd. 1981. £2.50. £1.50 per copy for 10 or more.

Classroom groans are guaranteed by David Butler's jokey booklet. Introductory Commerce and Economics students are told how Joe Typical changes his name to Steve Pinup, dyes his hair green, and borrows money for his new band. Penny Wise's Money Problem Page has letters from Anna Rupee and M.T. Purse. The 39-page text includes readily presented pieces on inflation, banks, credit, tax, insurance and savings, plus lots of quizzes, with answers provided at the back. The author is a leading expert on teaching such topics to the 14 to 15 age range, and his magazine-style approach is visually stimulating and likely to hold beginners' interest.

In contrast, *Money and Finance* makes no concessions to the intellectually indolent. It is a high-powered collation of Economist briefings on aspects of domestic and international money and finance, and is essential reading for Advanced Level economists and above. Of the ten briefs, the first five discuss the creation, purposes and management of money, in a national and international context; each of the second five discusses a special topic, ranging from the role of gold to mortgage finance. The briefs concentrate on developments in the major economies - most particularly Britain and the United States, but with reference to Japan, West Germany and France as well.

As with earlier Economist offerings, the essays combine thorough understanding of the complexities of the various markets with a journalist's breeziness of expression. The arcane language of bankers is carefully translated, and connoisseurs will welcome explication of "disinflation", "perverse yield curves", "base drift", and "dirty floating". It also contains dashes of esoteric information, for example that Citibank is one of the biggest dealers in second-hand aircraft.

David Whitehead

books

Golden nuggets

Junior Pears Encyclopaedia. Pelham Books £4.95. 0 7207 1346 3. **Collins Family Encyclopaedia.** Collins £3.95. 0 00 434320 4.

Junior Pears Encyclopaedia is in its twenty-first edition, and is to be highly recommended as a book of reference to any child, and indeed, to any adult who has the task of helping with homework. It is similar to its predecessors, and to the parent *Pears Cyclopaedia* in that it is arranged schematically in chapters rather than alphabetically into snippets of information. The result is that it lives up to the origin of the word encyclopaedia (to educate a child) more than any other one-volume work. But for all that, it has a very up to date feel about it, with its sections on sport, aircraft, radio and television, and so on. The point is that the idea is there, not just for a book that will give you the fact, but one which will make the fact worth finding.

It also succeeds in being topical, and never, but never, talks down to its audience. The section on the armed forces, or the one on law, are packed with useful information clearly set out, and as usual the history section has been revised to bring it up to the present day.

In each edition there is a section on some important controversy, or news item, and the editors have picked the arms race this time. This chapter, discursive, lively, and full of

the conflicting ideals that have gone to make up our modern world, shows why the book stands head and shoulders above any comparably priced work of the A for Aardvark type. It is not just a flat recounting, but a balanced view of a subject that would serve as a model for anyone writing for children.

Those sections designed more to help with schoolwork are also beautifully presented. The section on science and mathematics for example, is replete with formulas and simple diagrams, and would be a useful source of reference well into secondary school.

This is an exciting book, a book to be explored. My only complaint is that it is not twice as long.

In the *Collins Family Encyclopaedia*, A is for Aardvark. Or to be more precise, it is for Aachen (Pop. 243,000). The book is that more common animal, an alphabetic arrangement of nuggets of information, and despite the editor's mention of the leisurely browser in his preface, it is really a work to be consulted rather than read. It is well presented and illustrated, and in the same format as the *Collins Pocket Dictionary*. Why "Family"? I do not know. I would have thought that a family could have afforded something a little more comprehensive than this. Still, it has a lot in it, considering its size, and there is no doubt that it is good value for money.

Jonathan Smith

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Edward Arnold

41 Bedford Square, London WC1B 3DQ

resources

Television in orbit

Satellite TV could reach Britain by 1985. David Lazell on the science and the fictions

Given the shortage of text-books and other elementary necessities, it may seem the height of irrelevance to discuss the possibilities offered by satellite TV.

However, it is likely that satellite TV will bring a revolution to educational broadcasting only dimly perceived at the present time. My own feeling is that, within a remarkably short time, we will all be wrestling with the possibilities.

In 1958, voice transmission was relayed from a studio in New Jersey to one in California, some three thousand miles away, via the moon. By that time, the technology was sufficiently advanced to prompt the American Telephone and Telegraph Company to develop its first satellite, Telstar, which was launched in July 1962. Today, the company is one of the leaders in satellite TV, but there is little doubt that the business and educational potential was recognized some twenty years ago.

Oddly, satellite TV in Western Europe may be pioneered, as far as actual programmes from space are concerned, by the Radio Luxembourg service, LUXSAT, the planned service for Western Germany, Holland and France (and maybe parts of Britain) could be launched by 1985, or earlier.

Teachers have often complained that their pupils, especially younger children, already spend too much time looking at TV. In a marketing economy, in which communication is largely financed by business, the impact of satellite TV could conceivably be anti-educational, a distraction from the real disciplines of life.

Ironically, Britain seems to be one of the few countries seeking to hand over satellite TV to the entrepreneurs. In some countries, notably Scandinavia, the promise of additional channels via satellite is accompanied by an unrelenting resistance to commercial intrusion.

Sweden's multi-purpose satellite, TELE-X, will have two or three TV channels, offering possibilities for educational and public information television, but none for advertising. The Nordic Council members have been planning a Scandinavian NORDSAT project which would include two satellites, each beaming up

to eight channels to the five national participants. Financing of the project is in some doubt, especially as Sweden, Norway and Denmark refuse to countenance advertising on the new channels. Even West Germany, where sound commercial judgment is held in high esteem, is not enthusiastic about satellites being used for selling.

'Britain seems to be one of the few countries seeking to hand over satellite TV to the entrepreneurs'

Most people probably regard the USA as the home of commercial TV, as indeed it is. Yet even there, the impetus is away from the commercial networks and into a new style of programming from the satellites. For this reason, the well-established networks are worried, notably by the plans of potential operators like the Satellite-Television Corporation, which wants to operate a three channel pay-TV service, from a 1,700 watt satellite in geosynchronous orbit more than 22,000 miles away from the earth.

It is significant that the proposals of the corporation include considerable cultural and educational programming. One of the three channels to be operated by the Corporation - 'Viewer's Choice' - would be devoted to adult education, lectures and experimental theatre, plus some (non-commercialized) sport. And another of the three channels, 'Spec-trum', would have a high content of cultural programming, public affairs, children's programmes and performing arts. Only one, 'Superstar', would major on the kind of light entertainment seen on the US networks today.

Since the service will be operated on a pay-TV service, the proposals underlie a conviction, even in the USA, that satellite TV is too important to be left to the commercial stations. It would be heartening to perceive the same conviction in Britain.

The multi-channel TV set of the 1980s will have a simple keyboard by

which viewers will order their own programmes from a wide selection, not simply from the national satellite, but from satellites operated by other countries. A lecturer or teacher will be able to use satellite TV to select material from very many sources. Language studies, for example, will use not merely the kind of helpful material shown by BBC TV today, but a choice of materials from Continental world.

Remembering that there are many times more audio (radio) channels than TV channels on every satellite, the possibilities of multi-lingual programming are impressive. A programme about local industry in an Italian town could be used in several Western European countries, with the appropriate native-language commentary. And, as two-way TV accompanies the use of satellites, the programme could incorporate a question and answer session between a school in London, and the Mayor of that Italian town, on TV and 'live'. Given the possibilities for developing a pan-European culture and outlook, the EEC will use satellite TV for a wide range of public information and educational programming.

The possibilities for school and college production of programmes must also be considerable. It is entirely likely that, by the mid 1980s, schools in Britain will be submitting scripts and/or videotapes to an Educational TV Authority, probably based in Brussels, or perhaps Paris, for programmes to be used in a special schools/colleges channel. The John Logie Baird Competition, sponsored by the 'Nationwide' programme this year, anticipates this kind of involvement, since it invites schools to prepare basic TV scripts and videotapes.

Although satellite TV is sometimes seen as more rather than different, its introduction will confirm a changing attitude to the medium. We will learn to buy our programmes, much as today we buy a paperback. We will also learn to use TV as a new way medium when the sets of the later 1980s are linked to services, such as computers and data sources. Britain has all too little experience in this area, mainly because of our relatively small use of cable TV. The use of cable for the trans-

mission of signals permits an instantaneous choice of signals, perhaps as many as forty (though one or two American cities are now opting for eighty-channel TV). In addition, the technique permits signals to go into the TV set, and to come out of it, to a terminal, or computer, via the instructions of the user. Fibre optics replacing cable could make the choice limitless, and link the home or school TV set to the outside world.

Dr Richard Veith, an American researcher, believes that the impact of new TV techniques is closely associated with the use of computers. This is perhaps stating the obvious, but many diligent teachers in the computer studies area may not be so aware of the TV impetus. 'As computers are improved and refined, the capabilities of two-way TV will continue to grow. Eventually, each will help computer systems and services to grow almost as much as computers will help two-way TV to grow.' (Richard Veith: *Talk Back TV - Two-Way Cable Television*, published by TAB Books, USA, available in Britain, from W. Foulsham and Co. Ltd, Slough).

'Handling TV in the future will not be the incorporating of useful BBC/ITV schools material into your syllabus. It may be more the way in which an educational TV network incorporates your programmes into its satellite TV programming'

Britain's poor record in cable TV will not necessarily slow down the development of satellite TV. British Aerospace and N. M. Rothschild, the merchant bankers, have formed a joint company which plans to launch satellites for use in the mid 1980s. Using appropriate TV sets (the standard multi-channel TV sets

that will be marketed within the next year or two) the viewer will be able to receive the satellite TV signal through a dish antenna situated on the roof, for example, the loft.

This antenna will be about the size of a football, and could cost £200, but is suggested that a number of one could share. Evening, or spare-time, adult education may well form a use of a local cable TV system using a local school or college satellite facility.

Dr Richard Veith believes that community centres (or schools, colleges) could act as information centres, with conference studio, TV projection facilities, and two-way access to a wide variety of authorities, educational institutions, officials, etc.

Satellite TV revolutionizes the access to channels, the possibilities of using materials from sources in many hands, instantly, and the availability of the medium to teachers and students. Handling TV in the future will be the incorporating of useful BBC/ITV Schools material in your syllabus. It may be more the way in which an educational TV network incorporates your programmes into its satellite TV programming, because the new shape of educational TV will demand more participation, and local contribution to programming, the space dimension may be a new sense of local, or regional identity. Although satellite TV in some ways reinforces a European outlook, it will no less serve to identify our own individual educational personality. This is just one of the paradoxes of this new medium, in which a satellite may have a 'foot print', a reception area of a few million people, its technology permits narrow-casting, as well as broadcasting, transmission to, or from, small audiences.

In the USA today, there is a growing interest in the use of satellite for public information and education. Satellites represent considerable educational and cultural opportunities, and that is precisely the way in which we, in Britain, need to use our priorities. Already, in the USA, there are seminars on satellite and specialist interest publications. Teachers are aware that a new dimension is about to be added to their technology, and their schools or university, self expression.

Taking the high road

by David A. Alexander

The Highlands of Scotland by David Turnock
Filmstrip in the Half Century series
Focal Point Filmstrips Limited, 251
Cannon Road, Portsmouth, Hampshire, PO3 5EE. £7.25.

These 49 colour frames can be used as a filmstrip, or as separate slides, and the filmstrip can also be integrated with David Turnock's book on Scotland's Highlands and Islands (Oxford University Press).

The choice of this area is a good one, for many teachers concerned with environmental issues opt for the Highlands and Islands to illustrate a variety of resource management and socio-economic problems. People with first hand experience of the area and its problems should find the broad themes more than useful. These revolve around the nature of the terrain and the remoteness of the area, the potential of technology to overcome problems, and the importance of the Highlands and Islands Development Board as a government agency capable of taking initiatives.

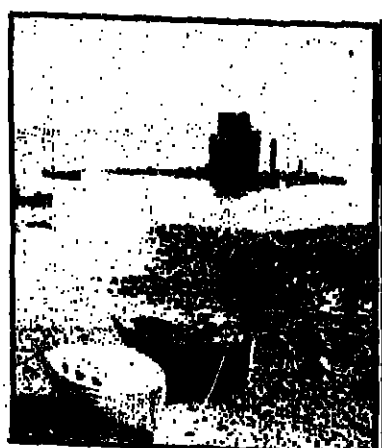
The early frames provide the necessary physical background information, with the physical differences between the western and eastern parts particularly contrasting. The next section sketches the early environmental, social and economic impact of mankind. This is seen as important in understanding many

present day issues, among them the question of central control from Whitehall. While individual teachers decide on their own depth of historical detail, the section makes fascinating reading in its own right.

Turning to the major questions of land use, the crofting system is the key to understanding agriculture in many areas. Modern crofting is primarily intended to hold population on the land and provide a reservoir of labour for such non-agricultural activities as may be economically possible. Improvements in crofting agriculture are illustrated, notably the use of mechanised methods, but the benefits of larger holdings and more intensive methods remain more contentious. The development of crofts for non agricultural purposes raises the possibilities of closer integration with countryside recreation and forestry.

In addition to agriculture, detailed consideration is given to forestry, including the associated pulp and paper mills (the recent closure at Fort William is considered), and so to fishing and fish farming.

Many problems surround manufacturing and service employment. The Highland and Islands Development Board consider it important to attract a wide range of footloose light industries. Though small scale, local initiatives can often be productive in view of the tiny quantity of such industry now available, and the dangers of closure once the



initial incentives are no longer available. The three key areas for development - Moray Firth, Wick/Thurso and Port William - are examined, principally bearing in mind the expansion of the petroleum and petrochemical industries associated with North Sea oil.

Tourism has suffered a check over the past year or two, and will have to adjust to new circumstances. Concomitant with this is the need for the beneficiary of such an adjustment, although more positive land management measures can help to resolve at least some of the major land use conflicts. At its simplest, this filmstrip is concerned with illustrating the present dilemmas of the Highlands and Islands - that of maintaining and improving the quality of life, while accommodating large scale industrial developments. The strip makes a valuable contribution to it.

Seeing and believing

by Victoria Neumark

EXHIBITION
Perception
Hall of Human Biology at the Natural History Museum, Cromwell Road, London SW7. 01-589 0323. Free.

This new exhibition designed with the help of Professor Richard Gregory is supposed to show that there is 'far more to perception than meets the eye'. It is exclusively limited to visual perception, and thus makes no contribution to an understanding of perception as a whole at all.

Numerous gadgets - flash-images for after-effect, optical illusions, distance and colour-judging games - made the rather shallow point that we perceive familiar objects through visual clues. A continual video programme expands on the same theme. While this is all good fun, teachers could readily set up colour-blind tests. 'Bird in the cage' after-images and speed of visual perception tests in the classroom.

A highly simplified diagram of the conduction of visual information through the nerve cells to the visual cortex is the only 'hard' bit of biological knowledge in the exhibition. All the most interesting questions - for example, what about synthesis of perception, hearing and seeing and smelling together? - are not even mentioned, and even the visual clue theory is not backed up by neurological evidence.

Geometrical designs

by Andrew Rothery

Photo Maths
Roy Edwards and Jean Clark
Cambridge University Press, 100 Brook Hill Drive, Cambridge, MA 02142. Pack of 16 photographs plus booklet: £5.50. ISBN 0 521 23749 1.

This pack provides a useful resource for illustrating a range of geometrical ideas. It could be used in discussions with a group of pupils or part of a display, in fact it could be used for a variety of situations in junior or middle schools.

In the pack are 16 cards of approximately A4 size, each containing a black and white photograph of an everyday object which you could use to illustrate a variety of geometrical ideas. The accompanying booklet gives notes on each of the geometrical ideas motivated by the pictures. It also gives ideas for activities for pupils to do.

Each photograph would probably be used alongside other visual sources such as posters, slides and films for each topic. They are a valuable supplement and are not value for money.

Interactive realities

Roger Stephens on materials for interactive video systems

At Vidcom '81, the seventh international videoconferencing market and conference, which was held in Cannes from the ninth to the thirteenth of October, there were a number of demonstrations of the interactive videodisc.

The component parts of this new audio-visual system are far from new. Interactive television started with the ability to change channels with the on/off switch and continues with children copying Kermit by his drawn letters in the air on a screen. Similarly, the videodisc appeared as long ago as 1972, when Philips first demonstrated their system. Three mutually incompatible types have developed since then: RCA SelectVision, JVC VHD and Philips LaserVision. None of these has appeared on the English market so far, but are expected in the first half of 1982.

Although both RCA and JVC can be said to offer interactivity at its most rudimentary level, it is the ability to apply computer programs to the material recorded on the disc that is the real breakthrough, and this is only possible with LaserVision.

The computer-controlled model demonstrated by Philips is expected to be available to British industry on a trial basis early in 1983. It used a program devised by Philips which can be applied to any audio-visual material, adapting it to suit the requirements of a particular teacher by adding individual flavouring to the basic recipes from which the items on the information menu are derived. Computer generated captions providing chapter headings and questions, the answers to which determined what part of the disc would be played next were superimposed on the original film, a production about the car engine.

There seems little point in going into great detail on the basis of the model and serial number, and the specific combinations of player, disc and computer employed by the various producers. What is worth considering is the extent to which, now and in the future, interactive videodiscs can be divided into those which permit interaction and those which require it (and which, moreover, make no sense if viewed in the usual linear fashion).

One of the distinguishing factors is

the degree of arborescence (branching) built into the material, a feature which in its more complicated manifestations must rely on computer controlled playback. Material that hedges its bets and attempts to keep one foot in the linear camp cannot lend itself to the kind of fine-tuned interactivity which some of the more sophisticated productions on show were able to offer.

A good example of the disc for all seasons was that shown by MCA Videodisc, Inc. (USA), a video cookbook. The two audio tracks were used for instructional or background commentary and it was possible to repeat sections at will to take a closer look at how to slice garlic or separate egg yolk from white (a tricky combination of juggling and sieving through the fingers). There was no attempt to make the disc responsive to the viewer's understanding of the material, unlike the disc made by the Bank of America which was aimed at training tellers to know the difference between a debit and a credit. Here the learning tree had been very carefully pruned to allow only the most stubborn dillard to avoid the right answer, which was hailed with a distinctly oversupportive shout of 'Well done!' from the programme presenter.

This highlights a major drawback common to all forms of programmed learning since experiments began twenty-odd years ago. It can train people to undertake fairly simple tasks of identification or discrimination but cannot deal with more open-ended questions.

A more encouraging presentation, both from a technical viewpoint and because it betrayed a welcome trace of humility was that from Romulus Productions, an American based company, who showed a test pressing of a disc designed to further the medical education of ophthalmologists. This was very good to look at, especially some tracking shots through the lens of an electron microscope. The production costs were half those of the MCA disc, around 100,000 dollars. This includes 800 to 2000 dollars per second for the computer animations.

Despite the high quality of their material, the presenters were at pains to emphasise that interactivity was no panacea and that the video-

disc was by no means the ultimate vehicle for this type of exercise.

The disc, which was claimed to provide random access to any of the 54,000 frames stored per side within two and a half seconds (a much faster time incidentally than Philips' own estimate) had five separate computer programmes printed on it. The normal playing time of twenty-seven minutes had been extended by adding together the time on the two audio tracks and using certain visuals several times in different verbal contexts.

This had been to make a virtue of necessity, since the script was co-written by a world authority on glaucoma who would not allow it to be a single word short of forty-five minutes long. Another difficulty was that the editing script had to have eighteen columns (compared to the standard two or three) in order to chart the interplay between audio, video, computer programme and viewer. The next disc, currently in the pipeline, will teach communication skills, but will not include role playing since there is, we were told, as yet no substitute for human interaction and inventiveness.

One of Romulus' main concerns is to decrease passivity on the part of the television viewer. I therefore asked whether built in computer programs would simply induce a slightly less tightly controlled passivity. In brief, the reply was that the programs could be overridden by external computers of the kind that seven and eight-year-old New Yorkers were teaching each other to use in order to design their own space invader games.

On the evidence provided at Vidcom '81 the videodisc seems to be the most suitable vehicle (until tomorrow lunchtime at least) for interactive material. It has an advantage over tape in terms of retrieval speed, stereo sound, slow-motion reverse playback and vastly superior still images, and over the various videotext systems because of its ability to handle every kind of visual material from colour photographs to moving sequences.

Having said that, it is quite possible that some hybrid technology, combining the reusability of tape, the computer-aided accessibility of disc, and the huge databases available to videotext, is even now about to be born.

Playing safe

by Gillian Thomas

Play it Safe is a major campaign on BBC-1, presented by Jimmy Savile, to cut down the number of accidents involving children. Accidents are the commonest cause of death to those aged over a year and are responsible for one in six hospital admissions.

To back up the ten 10-minute programmes (which are being broadcast at 6.30 on Sundays and will be repeated at 11.25 on Tuesdays and 3.40 on Wednesdays in the New Year), the Health Education Council has produced a 36-page prevention guide. It has double-page spreads on each of the topics covered in the series - falls, burns, drowning, cuts, road accidents, etc.

The colour photographs - often of children who have suffered from an accident - show the horror of what can happen. Like the programmes themselves, they are intended to present adults with reality, shocking as it may be, through short case-histories.

Notes and sketches and instructions about what to do in an emergency appear alongside. At the end, six pages are devoted to basic first aid. The booklet is obtainable free from local health education officers or the Health Education Council, Play it Safe, PO Box 1, Sudbury, Suffolk.

In addition a special home and leisure safety pack has been put together by ROSPA. It contains new full-colour wallcharts on baby and child safety which relate to seven main aspects of home safety including play hazards, and a booklet on safety in the child's first three years. There is also a selection of other relevant ROSPA posters and booklets with suggestions on how to use the material.

The pack costs £6.75 from the Service Department, ROSPA, Cannon House, The Priory, Queensway, Birmingham B4 6BS; the items are also available separately (wall charts £1.82 each, £2.71 for two; booklet 30p).

Linked with the television programmes, a number of exhibitions, competitions and film shows are being organized throughout the country by local education and health departments, police forces and fire brigades.

For example, in Birmingham a child accident prevention committee has been set up; it is circulating safety packs to libraries and schools. Kirkless has converted a double-decker bus as a mobile exhibition; it also has a resource package which includes a specially-devised board game.

Medical advisor to the series has been paediatrician Dr Hugh Jackson of the Royal Victoria Infirmary, Newcastle-upon-Tyne. Two years ago he was instrumental in setting up the Child Accident Prevention Committee which is now a central point of reference on the subject.

It operates from the Faculty of Clinical Sciences, University College, London, WCI. Among its publications is a list of organizations concerned with child accident prevention (60p).

As the television series is produced by the BBC's Continuing Education Department, it can be recorded off-air onto videocassette for use in schools. Dan Cook at the BBC, Pebble Mill Road, Birmingham B5 is the Education Officer responsible for liaison with schools regarding all resource facilities and local campaigns.

In a £20,000 research project, jointly funded by the BBC and the HEC, the effects of the entire campaign are being monitored for a year. The results, together with an account of the whole project, will then be published.

Briefings

Radio and TV For schools

My World (Monday, 10.04, Thursday, 9.52 ITV)

What are the difficulties of one-parent families? In 'Dad looks after us' four to six year olds follow a day in the life of a father bringing up his two sons.

Exploration Earth (Monday, 14.00 VHF4)

'The Services We Need' is a radiovision programme exploring the public services provided by local authorities and government departments. Gns, electricity and postal services are explained and 10 to 12 year olds study the water supply in detail.

Advanced Studies: History (Monday, 14.20 VHF4)

A short series for sixth form reappraising sixteenth and seventeenth century Europe. Professor D. C. Coleman of the University of Cambridge begins with 'Economic and Social Change' in the light of new thought on Europe.

Middle English (Tuesday, 9.53, Thursday, 11.39 ITV)

A documentary programme on a topic close to the hearts of 9 to 12 year olds, and others - writing and producing the *Beano*.

Watch! (Tuesday, 11.00, Wednesday, 14.01 BBC1)

A unit designed to make six to eight year olds more aware of the functions of their bodies. Here they study the eye and compare human and animal eyes.

The French Programme (Action-Télé 2) (Tuesday, 11.30, Wednesday, 10.16 ITV)

Each programme in this new series has four modules, designed for independent use. The documentary section features an exchange visit to the Loire Valley. This is followed by controlled dialogues, practical oral demonstrations and studio-based songs and sketches. Free transcripts are available from Thames TV.

Dicho y hecho (Tuesday, 14.14 BBC1)

Five Spanish resource programmes for secondary pupils. Each contains several sequences dealing with a single language function. Programme one features talking about yourself, feeling ill, and saying you're sorry. *Maths Topics* (Wednesday, 10.38 BBC1)

A unit on statistics for 13 to 16 year olds begins by investigating the difficulties of obtaining completely accurate data. The topics here match CSE syllabuses but are also relevant to an understanding of statistical enquiries.

Springboard (Wednesday, 11.20 VHF4)

'Seeing Stars' is made up of five new programmes introducing seven to nine year olds to astronomy. 'The Astronomers' is a dramatised résumé about astronomers and astronomy from Copernicus to Sir Bernard Lovell.

Europe from the Air (Thursday, 9.05 BBC1)

A resource series for O level and CSE students of geography. 'Lights in the Darkness' is a two-part unit focussing on specific locations to find out what leads.

Japan: the Crowded Islands (Thursday, 9.27 BBC1)

Five programmes for 13 to 16 year olds discussing the remarkable distribution of population in Japan. Here Tokyo is seen through the eyes of one family, showing how the old traditions of family life survive in the modern city.

Man (Thursday, 11.20 VHF4)

'The Coming of Man' is a radiovision programme for ten to twelve year olds. Continues the story of evolution, concentrating on the primates, in particular man, and the origins of race.

Prospect (Friday, 11.40 VHF4)

Five programmes on perception begin by listing the capacities and limitations of the senses and the brain.

Maths with Meaning (Sunday, 16.00 VHF4)

What are the main problems connected with learning and teaching maths? Dr Ruth Rees concentrates on the ten to thirteen age range, but her comments are valid for all levels.

Mickey and friends

CHILDREN'S TELEVISION

Mickey, Donald and Friends
Mondays, 5.15 pm
Tuesdays, 5.15 pm
Thursdays, 4.45 pm
Fridays, 4.45 pm
Saturdays, 4.45 pm
Sundays, 4.45 pm

These programmes are for the ITV network

Good old Mickey Mouse, good old Goofy, the cartoons make super viewing even 30 or 40 years after they were made. Derek Griffiths has been presenting Mickey, Donald and Friends to a new audience and talking about the history, the characters, some of the animation techniques, as he goes along.

Usually the films are often shown as Mickey rushing to meet Minnie Mouse in *Bedtime and Broomsticks* or Goofy kicking a football backwards among the memorable images.

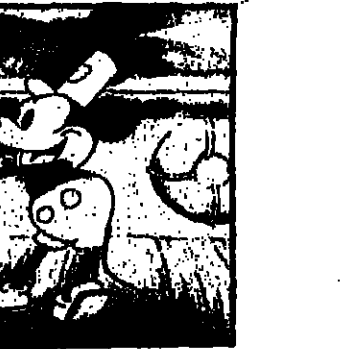
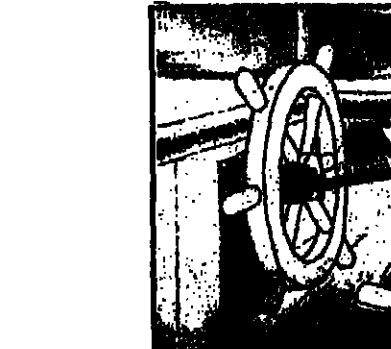
But the peculiar American cocktail of humor and violence is harder to tolerate in some of the older films, such as the one in which Pluto saves himself out of a jam when he finds himself in a 'Devil Pluto' character, 'giving in the works', but the

Angel Pluto wins through by stripping off his halo and hitching up his robe for action.

But in today's films, you could all too easily find an owl singing about brotherly love, and blinking remorsefully for the inevitable future of the fox cub and hound puppy, currently playing so happily together. This is impossible to stomach.

Derek Griffiths links the films quite well, energetically playing the parts of cinema commissioner/film critic/projectionist and usherette with varying degrees of success. It was his idea and the characters are his own invention. He needs stronger direction to tighten up some of the self-indulgence, and it's a pity the characters are so stereo-typed. The oldish teddy boy projectionist is a workable class-type while the usherette is played with maximum sedition.

Re-running old movies for modern children is something of a fashion. *Clapperboard* does it, and the BBC is planning a series of Keystone Kops, and other comedy clips. While there's nothing wrong with



ringing the cultural heritage to the attention of the new generation, etc, one does have to drag out once again the cliché about producing new material of similar high quality.

Thames are trying to do both these things with their season for new television plays written for children's theatre under the general title *Theatre Box*. The plays are designed for production, each production, have been filmed entirely in a small studio, and the texts are published at the same time as transmission so that children's drama groups can perform them.

This exquisite idea deserves all possible success, though it is heavily dependent on good scripts. It works extremely well for *Marmalade Atkins in Space* last Monday, an appealing story of an awful little girl who gets blasted into space to bore her into better behaviour. The play is patchy but has enough really funny set pieces to lift it, as one might say, into orbit. *Theatre Box* should be watched even though some of the plays are less fun.

Frances Farrer

Trick or treat?

Nance Fyson reports on the American way of celebrating Halloween.



Witches, batmen, and princesses take over American elementary schools every year on October 31.

Halloween is much more of an event in the United States than Britain. But it was the great Irish immigration to America in the 1840s which prompted this popularity. The idea of a holy evening before All Saints Day on November 1 is from the Celtic tribes living in Wales, Ireland, and the Highlands of Scotland who followed the religion of the Druids.

In recent years, pins and razor blades have been found in the "treats" given to American children as they "trick or treat" for sweets from door to door. Last year the police set up metal detectors at branches of McDonalds so that collected candy and fruit could be screened.

Children rarely go from house to house alone. The outdoor neighbourhood street parties of the fifties, with free films and ice cream, have mostly gone from the cities. But the spirit and fun of Halloween remains and is a highlight in any child's year. School decorations and parties help to keep some traditions strong.

Many of the customs date from religious beliefs surrounding the ancient Celtic New Year on November 1. This was the time when the dead supposedly came back to haunt - hence the paper skeletons popular for Halloween display.

Witches and black cats, also popular images now, were thought to ride through the skies on broomsticks. The modern custom of wearing costumes also goes back to the ancient New Year. After the feast, peasants in masks and costumes paraded to the outskirts of the village to lead the ghosts away.

The night before Halloween is known as "Devil's Night" or "Mischief Night". This too is rooted in an old belief of roaming ghosts and fairies causing trouble. Children have expressed this in recent decades by soaping windows and ringing doorbells. "Trick or treating" (children going from house to house collecting sweets) is from the ancient custom of the poor begging for "soul cakes" on All Soul's Eve from the homes of richer neighbours. Children still shout "Help the poor" as they beg from door to door - though few could say why.

A modern alternative to giving sweets or taffy apples to "trick or treaters" has been provided by the hamburger restaurant chain "Burger King". School PTAs sell books of "French Fry Coupons". There are 20 coupons to a book, each book costing \$1. The PTA earns 50 cents from each book sold. The coupons are given out to children as they go from house to house on Halloween night. Children use the coupons in exchange for French Fries (chips) at "Burger King".

In the late 1940s, the project of collecting for UNICEF (United Nations International Emergency Children's Fund) began. Many children still collect money for the poorer children of the world instead of candy for themselves.

Traditional carved-out pumpkins, "jack-o-lanterns", are still important to an American Halloween. Irish children used to carve out large turnips and potatoes, cut faces on the side and put in candles. The "jack" in "jack-o-lantern" is from the legend of an Irishman named Jack cursed to travel the earth forever with his lantern.

The lanterns are imaginatively carved and decorated. Kevin Bahora, aged 12, son of an Iraqi family outside Detroit, produced a pumpkin "Ayatollah Khomeini" - complete with white cotton beard and plastic sandals.

Roadside stalls are a usual source of pumpkins in the weeks before Halloween. One pumpkin seller outside Detroit, Mr. Moriconi, looks for a nice shape, he says. "No bumps". The insides are often baked into pumpkin pies for eating during Thanksgiving celebrations in November.

Another trader outside Detroit, aptly named "Jack", has been selling for 22 years. He says he sells more pumpkins than ever - priced at \$1.50, \$2, or \$3 depending on size. Unsold pumpkins are sent North in Michigan to feed the deer. Some people choose fat smooth pumpkins to carve, while others prefer an "ugly" one with more character.

Tall pumpkin lanterns are sometimes put on the porch with a microphone inside. Someone in the house can talk to children when they come up to the door on Halloween night. Wide pumpkins are sometimes made into punch bowls for Halloween parties. The hol-



lowed out inside is lined with clear kitchen wrap.

Home parties have largely replaced many community events. But some places have kept the tradition of bigger celebrations. Anaheim, California has had a Halloween festival since 1923 lasting several days - with a community breakfast, window decoration contest, kiddies' parade, sidewalk bazaar, and parade of floats.

For the last few years the Lions Club in Oak Park, Michigan has held a Halloween party at the community centre. There are prizes for the best costumes in different age groups. Winners range from Melissa the scarecrow, Keisha the tree, Beta the gypsy girl to Terry the pirate and Randy the hobo.

"Trick or treating" is strictly a young person's game, but adults do share the indulgence of dressing up for parties. Merlin's Magic Shop in Grand Rapids, Michigan turns over to Halloween for the whole month of October. Politician masks are most popular - with the favourites just before the election last year being Carter and Reagan. Nixon too was selling well - as was the Ayatollah.

Merlin's manager says that everyone wants

the ugly masks. "Nobody wants the cat ones." The "girlwatcher" with eyes bulging and the werewolf are best-sellers. There is also an old vampire and yeti. Bony fingers are available (any colour) as are gorilla feet, werewolf hands, bloodshot eyes, and devil horns.

The Star Wars movie costume was the most popular for rental in 1980, along with the gorilla. A variety of make-up is also stocked. Many revellers settle for this as it is against Michigan State Law to drive wearing a mask.

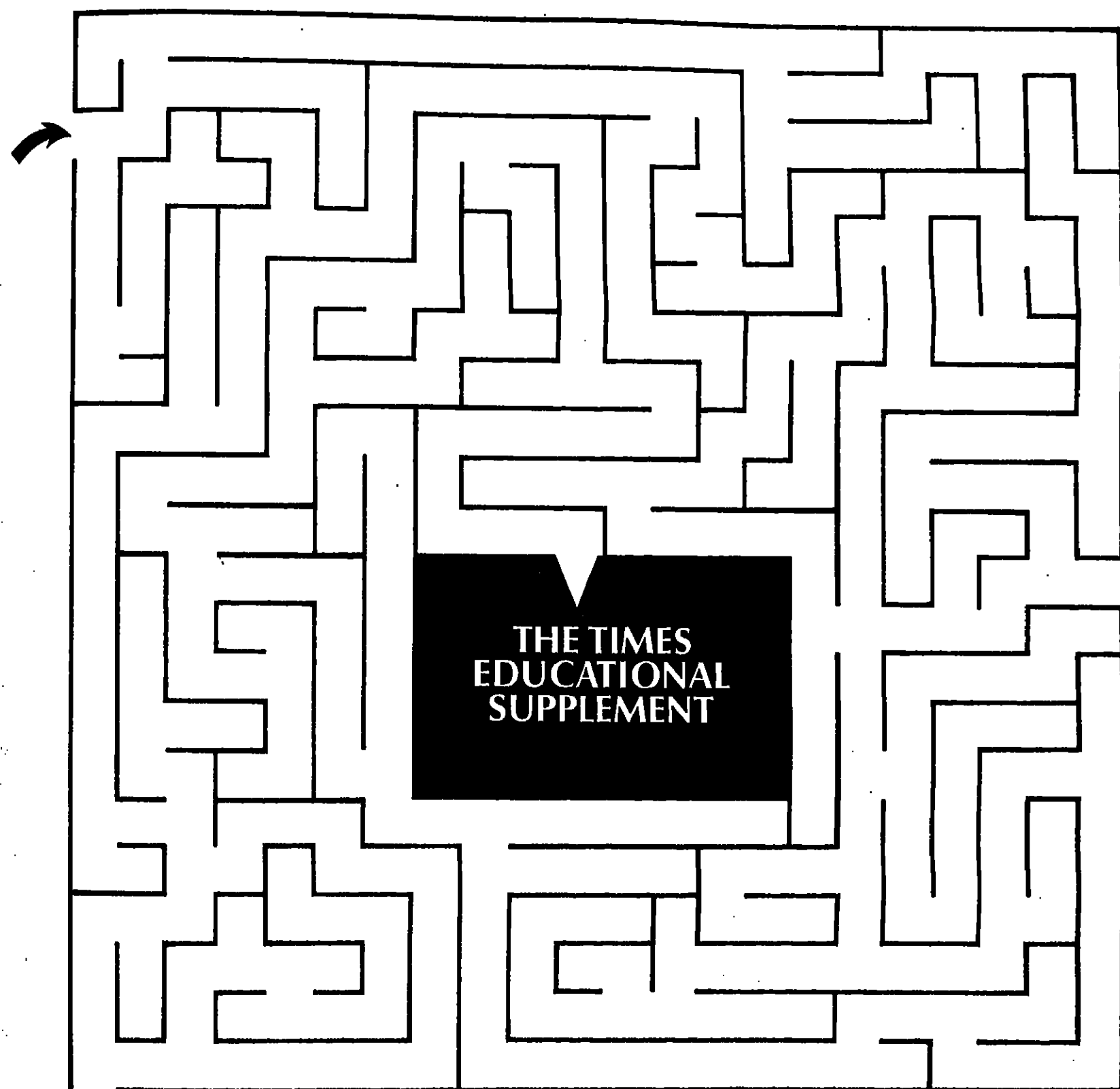
A "Happy Halloween" stall at a shopping mall outside Detroit opens each year on September 24. Besides free make-up demonstrations, there are such aids to horror as skeletons to put on a stick, vampire nails, Miss Piggy noses, comic lashes, creepy skin, and silver devil masks.

For children, elementary school parties allow for celebrations during the day as well as on the Eve itself. Some children assume one identity for the school party and something else for "trick or treating". Store-bought costumes relating to television and film characters are popular - but Halloween does stimulate home-produced creations as well.

Last year, at Leonard's Elementary School in Southfield, Michigan, six year old Matt was a ghost, Sandy a goblin, Scott a clown - and young Brian had boxed himself in as a "camera". Mothers too seem to rise to the occasion. For the kindergarten at Leonard's School one mother had provided scoops of orange sherbert ice cream with chocolate drops to make a "jack-o-lantern" face on each.

Helpful mothers provided taffy apples, cider and doughnuts for a class at an Oak Park, Michigan elementary school. The tradition there is for the kindergarten, first and second grades, to go on parade showing off their costumes to the older children. The range is from Wonder Woman, a ballerina, red Indians, shepherdess with crook, to Frankenstein, an angel, and Spiderman. Costumes with inflated head gear were a new fashion last year.

Schools in America help to keep the rituals alive. For many children (of all ages), Halloween is a taste of magic in the less than totally enchanting real world.



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Harrow Education Committee
Kenmore Park First School
Moor House Road, Kenton, Middlesex
Tel: 01-204 8759

Head Teacher Group 5

Applications are invited for the above post which will become vacant in September 1982 upon the retirement of the present Headteacher.
The School has a roll of approximately 250 children of 5 to 8 years plus a Nursery Unit for the FTE of 25 children and is situated in an established residential area.
Application forms and further details are obtainable from and should be returned to the Controller of Education Services (Schools), P.O. Box 22, Civic Centre, Station Road, Harrow HA1 2UW. Closing date is 20th November 1981. Please enclose stamped addressed envelope.

TES11/00/10

SURREY COUNTY COUNCIL

(Amended Advertisement)
"FRINGE AREA LONDON ALLOWANCE £213 p.a. THROUGHOUT THE COUNTY."
*Generous Relocation Expenses in approved cases.
*Assistance with Temporary Housing may be available.
*Complete 'Surrey Vacancy List' available on request (i.e.s.s. please).

HEADSHIPS

ST STEPHEN'S C.O.F.E FIRST AND MIDDLE SCHOOLS, South Godstone

Head Teacher required from Summer Term 1982 for this Group 5 Voluntary Aided First and Middle School for pupils aged 5-12 years. Estimated N.O.R. (Jan. 1982) 230.
Salary scale £9,501-£10,580 p.a.
Applicants would be expected to be members of the Church of England.
Application form and further details available (i.e.s.s. please) from Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DA. Closing date: 13 November 1981. All applications will be considered together.

Headships

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:

WIRKSWORTH JUNIOR SCHOOL

Group 5

Number on roll 1981/82 - 280

+5 in the Area Special Class.

MATLOCK ALL SAINTS INFANTS SCHOOL

Group 4

Estimated number on roll 1981/82 - 185.

Closing date 16 November 1981.

Application forms and particulars for the above posts (i.e.s.s. please) from the Director of Education, County Offices, Matlock.

TES11/00/10

DERBYSHIRE County Council

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE

SEATON BURN FIRST SCHOOL

Seaton Burn,

Newcastle upon Tyne NE13 6EJ.

HEADTEACHER

Group 3 - Roll 108

Applications with full supporting letter are invited from suitably qualified and experienced teachers for appointment to the above-named post at this 5-9 First School. The successful candidate will be expected to take up appointment on 28th April, 1982 or earlier by arrangement. Vacancy due to the retirement of the present post holder.
Application forms and further details are available on request (i.e.s.s. please) from the Director of Education, Education Offices, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

TES11/00/10

ESSEX County Council

PRIMARY HEADSHIPS

continued

SOMERSET

RECH GROVE COUNTY JUNIOR SCHOOL, Wellington (100112)

Applications are invited for the post of HEAD for April 1982 of this Group 5 school. The successful candidate will be expected to take up appointment on 28th April, 1982 or earlier by arrangement. Vacancy due to the retirement of the present post holder.
Application forms and further details are available on request (i.e.s.s. please) from the Director of Education, Education Offices, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

WILTSHIRE

ST MARTIN'S C.E. JUNIOR SCHOOL, Shady Row, Salisbury, SP1 2ED

Group 5, N.O.R. 180
Head Teacher required from April 1982 for this Group 5 school. The successful candidate will be expected to take up appointment on 28th April, 1982 or earlier by arrangement. Vacancy due to the retirement of the present post holder.
Application forms and further details are available on request (i.e.s.s. please) from the Director of Education, Education Offices, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

Deputy Headships

Second Masters/Mistresses

BERKSHIRE

BENHAM COUNTY PRIMARY SCHOOL, Church Lane, Benham, Reading RG2 9AA

Required January 1982, or as soon as possible. The successful candidate will be expected to take up appointment on 28th January 1982 or earlier by arrangement. Vacancy due to the retirement of the present post holder.
Application forms and further details are available on request (i.e.s.s. please) from the Director of Education, Education Offices, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
CEPANS COUNTY MIDDLE SCHOOL, KILBECK, Milton Keynes MK12 9NY

Head Teacher required from Summer Term 1982 for this Group 5 Voluntary Aided First and Middle School for pupils aged 5-12 years. Estimated N.O.R. (Jan. 1982) 230.
Salary scale £9,501-£10,580 p.a.
Applicants would be expected to be members of the Church of England.
Application form and further details available (i.e.s.s. please) from Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DA. Closing date: 13 November 1981. All applications will be considered together.

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HEADSHIPS

ST STEPHEN'S C.O.F.E FIRST AND MIDDLE SCHOOLS, South Godstone

ESSEX

GREAT WAKING COUNTY JUNIOR SCHOOL, Great Waking, Essex (100112)

Applications are invited for the post of HEAD for April 1982 of this Group 5 school. The successful candidate will be expected to take up appointment on 28th April, 1982 or earlier by arrangement. Vacancy due to the retirement of the present post holder.
Application forms and further details are available on request (i.e.s.s. please) from the Director of Education, Education Offices, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

WILTSHIRE

ST MARTIN'S C.E. JUNIOR SCHOOL, Shady Row, Salisbury, SP1 2ED

Group 5, N.O.R. 180
Head Teacher required from April 1982 for this Group 5 school. The successful candidate will be expected to take up appointment on 28th April, 1982 or earlier by arrangement. Vacancy due to the retirement of the present post holder.
Application forms and further details are available on request (i.e.s.s. please) from the Director of Education, Education Offices, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

Deputy Headships

Second Masters/Mistresses

BERKSHIRE

BENHAM COUNTY PRIMARY SCHOOL, Church Lane, Benham, Reading RG2 9AA

Required January 1982, or as soon as possible. The successful candidate will be expected to take up appointment on 28th January 1982 or earlier by arrangement. Vacancy due to the retirement of the present post holder.
Application forms and further details are available on request (i.e.s.s. please) from the Director of Education, Education Offices, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
CEPANS COUNTY MIDDLE SCHOOL, KILBECK, Milton Keynes MK12 9NY

Head Teacher required from Summer Term 1982 for this Group 5 Voluntary Aided First and Middle School for pupils aged 5-12 years. Estimated N.O.R. (Jan. 1982) 230.
Salary scale £9,501-£10,580 p.a.
Applicants would be expected to be members of the Church of England.
Application form and further details available (i.e.s.s. please) from Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DA. Closing date: 13 November 1981. All applications will be considered together.

HEADSHIPS

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Salary scale £9,501-£10,580 p.a.
Applicants would be expected to be members of the Church of England.
Application form and further details available (i.e.s.s. please) from Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DA. Closing date: 13 November 1981. All applications will be considered together.

INDEPENDENT continued

Deputy Headships
Second Masters/
Mistresses

CROYDON

The Girl's Public Day School
Croydon High School
Croydon, Surrey CR9 3LH

Applications are invited for the post of Deputy Head which will become vacant from 1 September 1982 upon the retirement of the present holder.

Salary: Burnham Group XI plus Outer London Allowance.

Further particulars and application forms available from the Headmistress at the school. Closing date for applications: Friday, 20 November 1981.

By Subject Classification

Other Assistants

WARWICKSHIRE

Teacher of Latin and English required for January at secondary school. Burnham Group XI. Salary: £11,817-£13,203. Further details apply to the Headmistress, Arden School, Warwick, CV35 9JF.

Economics

Other Assistants

SURREY

WIMBORNE COLLEGE
Wimborne, Dorset DT9 8JL
Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Wimborne College, Wimborne, Dorset DT9 8JL.

English

Other Assistants

DEVON

TAVISTOCK COLLEGE
Tavistock, Devon PL19 8JL
Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Tavistock College, Tavistock, Devon PL19 8JL.

WOMAN GRADUATE required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Tavistock College, Tavistock, Devon PL19 8JL.

Further details apply to the Headmistress, Tavistock College, Tavistock, Devon PL19 8JL.

WEST SUSSEX

WIMBORNE COLLEGE
Wimborne, Dorset DT9 8JL
Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Wimborne College, Wimborne, Dorset DT9 8JL.

Other Assistants

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Other Assistants

PERTSHIRE

STRAITHALLAN SCHOOL
Strathallan, Perth PH12 8JL
Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Strathallan School, Strathallan, Perth PH12 8JL.

Mathematics

Heads of Department

Geography

Other Assistants

Other Assistants

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OXFORDSHIRE

MAGDALEN COLLEGE SCHOOL
Magdalen, Oxford OX1 2JL
Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Magdalen College School, Magdalen, Oxford OX1 2JL.

Mathematics

Heads of Department

Geography

Other Assistants

Other Assistants

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EDINBURGH

EDINBURGH COLLEGE
Edinburgh, Scotland EH1 2JL
Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Edinburgh College, Edinburgh, Scotland EH1 2JL.

Mathematics

Heads of Department

Geography

Other Assistants

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GLOUCESTERSHIRE

GLOUCESTERSHIRE COLLEGE
Gloucester, Gloucestershire GL1 2JL
Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Gloucestershire College, Gloucester, Gloucestershire GL1 2JL.

Mathematics

Heads of Department

Geography

Other Assistants

Other Assistants

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Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Gloucestershire College, Gloucester, Gloucestershire GL1 2JL.

Mathematics

Heads of Department

Geography

Other Assistants

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GLOUCESTERSHIRE COLLEGE
Gloucester, Gloucestershire GL1 2JL
Required for January 1982, a qualified teacher for the post of Deputy Head. Salary: £11,817-£13,203. Further details apply to the Headmistress, Gloucestershire College, Gloucester, Gloucestershire GL1 2JL.

Mathematics

Heads of Department

Geography

Other Assistants

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Royal County of BERKSHIRE

SPECIALIST CAREERS OFFICER

£8501-£7875

Required for the Reading Careers Office, to specialise in work with more able pupils. Applicants must be qualified and experienced careers officers. Car allowance and removal expenses may be available. Details and application forms may be enclosed a.s.e. from Director of Education (C), Shire Hall, Sharnfield Park, Reading. Closing date 13 November 1981.

TE586/00/00

North-Eastern Education and Library Board

Applications are invited for the following posts at Headquarters:

SENIOR SPECIALIST MUSIC ASSISTANTS

STRINGS (1 POST)
WOODWIND & BRASS (1 POST)

Salary Scale £7668-£10,572 per annum.

Applicants must:

- have a minimum of five years' full-time teaching experience or 10 years' relevant experience, some of which must be full-time, as a professional player of a recognised orchestral instrument;
- be able to offer a high level of performance on at least one relevant musical instrument.

The person appointed will be required to assist the Music Adviser with the oversight and time-keeping of instrumental teaching throughout the Board's area. The posts are open to both men and women. Application forms may be obtained on receipt of a stamped addressed foolscap envelope, from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182, Galigny Road, Ballymena, BT42 1HN and must be returned NOT LATER THAN 5.00 p.m. on Friday 20th November, 1981. Canvassing in any form will be disallowed.

TE586/00/00

GROSVENOR HOUSE HOTEL

Physical Education/Swimming Instructor

A qualified P.E./Swimming Instructor is required for an exclusive West End health club. Applicants should be qualified and preferably have health club or teaching experience. As well as formal qualifications, the person we are looking for should have a pleasant, outgoing personality and be able to communicate effectively with people at all levels. In return we offer excellent salary and a range of company benefits. To find out more please contact Peter Ward, Personnel Officer, Grosvenor House Hotel, Park Lane, London W.1. Tel: 01-499 8363.

TE586/00/00

Heinemann Educational Books

EDUCATIONAL REPRESENTATIVES (PART TIME)

Following the success of our current Primary School publishing and to meet the future needs of our developing Primary list, we are now looking to expand and strengthen our team of (part-time) Educational Representatives in the following areas:

1. Teside
2. North
3. London
4. Eastern Home Counties

The representative will be expected to call on Primary Schools to discuss with Headteachers and staff our highly respected and successful Primary Maths Scheme. Suitable applicants will ideally have been Primary School trained, although applicants who can demonstrate a knowledge of and interest in Primary education will be considered. They must have their own car and be conveniently located for the territory to be covered. The position would ideally suit someone who is self-motivated and looking for an interesting job which offers flexible working hours and school holidays. A good salary can be achieved, and a generous mileage allowance given, together with all out of pocket expenses. If you feel one of these positions would suit you, please write, enclosing C.V. to Roy Davey, Home Sales Director, 22 Bedford Square, London WC1B 3PH. Interviews will be held locally.

Outdoor Education

CUMBRIA

LAKELAND TRAINING GROUP Outdoor courses for schools. Subsidised accommodation and facilities at very reasonable prices and a truly memorable outdoor experience. 10th Dec. day. Activities: Canoeing, Orienteering, Expeditions, Canoeing, etc. For more information, contact: Capt. J. G. Laidlaw, Lakeland Training Group, 10th Dec. day. Tel: 05324 741110. (05324) 680000

DEVON

SKERN LODGE OUTDOOR CENTRE Check our reputation against our Devon and the rest of Devon. We have a staff of 10 pupils and 1 instructor to a pupil ratio. Our facilities include: 1. A swimming pool. 2. A climbing wall. 3. A canoeing pond. 4. A horse riding area. 5. A tennis court. 6. A badminton court. 7. A table tennis table. 8. A table football table. 9. A table basketball table. 10. A table volleyball table. 11. A table tennis table. 12. A table basketball table. 13. A table volleyball table. 14. A table tennis table. 15. A table basketball table. 16. A table volleyball table. 17. A table tennis table. 18. A table basketball table. 19. A table volleyball table. 20. A table tennis table. 21. A table basketball table. 22. A table volleyball table. 23. A table tennis table. 24. A table basketball table. 25. A table volleyball table. 26. A table tennis table. 27. A table basketball table. 28. A table volleyball table. 29. A table tennis table. 30. A table basketball table. 31. 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North-Eastern Education and Library Board

Applications are invited for the following posts at Headquarters:

SENIOR SPECIALIST MUSIC ASSISTANTS

STRINGS (1 POST)
WOODWIND & BRASS (1 POST)

Salary Scale £7668-£10,572 per annum.

Applicants must:

- have a minimum of five years' full-time teaching experience or 10 years' relevant experience, some of which must be full-time, as a professional player of a recognised orchestral instrument;
- be able to offer a high level of performance on at least one relevant musical instrument.

The person appointed will be required to assist the Music Adviser with the oversight and time-keeping of instrumental teaching throughout the Board's area. The posts are open to both men and women. Application forms may be obtained on receipt of a stamped addressed foolscap envelope, from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182, Galigny Road, Ballymena, BT42 1HN and must be returned NOT LATER THAN 5.00 p.m. on Friday 20th November, 1981. Canvassing in any form will be disallowed.

TE586/00/00

Leisure & Recreation Recreation Assistant

Santa Elena Community Sports Hall, Fulham ES 22 2D, 536 p.a. inc. Ino.

To assist in the day-to-day running of the Sports Hall. The post will suit someone who is willing to take responsibility and who has the ability to coach badminton, volleyball and table tennis.

A knowledge of keep fit, dance, gymnastics or martial arts would be an advantage.

The Recreation Assistant will work a shift rota which includes evenings and weekend work, for which enhanced rates are payable. For an informal chat ring Mark Devon on 01-748 3020 ext. 5124.

Application forms from PPO (Employment), London, Borough of Hammersmith & Fulham, Town Hall Extension, King Street, London W6 9JL. 01-741 0804 - 24-hour answering service quoting ref: RASS-8. Closing date: 13th November, 1981. Applicants welcomed from registered disabled people.

TE586/00/00

HammerSmith & Fulham

SCIENCE DESK EDITOR

The International Schools Division of Macmillan Education Limited, Basingstoke, are looking for a preferably in the developing world, to edit school textbooks in the sciences, with special emphasis on Biology and Agricultural Science, at both primary and secondary level for Third World countries.

The post, which requires an ability to work quickly under pressure and with meticulous attention to detail, involves initially copy editing, briefing artists, proof reading and seeing projects through all stages of production to publication. Editorial training will be given.

Please apply in writing to: Shellagh Browne, Personnel Manager, Macmillan Education Ltd, Houndmills, Basingstoke, Hants.

THE TIMES EDUCATIONAL SUPPLEMENT

EDUCATION COURSES

LEICESTERSHIRE

UNIVERSITY OF LEICESTER SCHOOL OF EDUCATION 1982/83

The University of Leicester School of Education is offering a range of courses for 1982/83. The courses are designed to provide a high standard of education for students who wish to enter the teaching profession. The courses are open to students who have completed their A-levels or equivalent. The courses are as follows:

- Primary Education:** A three-year course leading to a Bachelor of Education (BEd) degree. The first year is spent in the School of Education, and the next two years are spent in the field. The course is designed to provide students with a broad knowledge of education and a deep understanding of the primary school curriculum.
- Secondary Education:** A three-year course leading to a Bachelor of Education (BEd) degree. The first year is spent in the School of Education, and the next two years are spent in the field. The course is designed to provide students with a broad knowledge of education and a deep understanding of the secondary school curriculum.
- Education Studies:** A two-year course leading to a Bachelor of Education (BEd) degree. The first year is spent in the School of Education, and the second year is spent in the field. The course is designed to provide students with a broad knowledge of education and